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General Report

on

The Work Conference on Higher Education

Directed by

THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

and

THE COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

University of the South, Sewanee, Tennessee, July 6-19, 1941

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Ben Wood, Director, Coöperative Test Service, Columbia University, New York, New York
Gladstone Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa, Alabama
J. B. Young, President, Jones County Junior College, Ellisville, Mississippi

Report of the Resolutions Committee

Since the Work Conference of the Southern Association of Colleges and Secondary Schools has been so successfully carried on under the helpful guidance and constructive direction of the Commission on Institutions of Higher Education and of the Commission on Curricular Problems and Research; and, inasmuch as the Executive Council of the former; the Executive Committee of the Commission on Curricular Problems and Research; and the joint committee on Work Conferences of the two Commissions just mentioned have labored so efficiently for the success of this Conference, before and during our sessions; and, because of the wholehearted coöperation with the Conference by the University of the South including its officials, faculty members, and the citizens of Sewanee, therefore be it resolved:

1. That we acknowledge our gratitude to Dr. K. J. Hoke of the College of William and Mary and to the other members of the Work Conferences Committee of the Commissions for the organization, direction and guidance in carrying out so successfully the program of this the first Work Conference of the Southern Association.

2. That we express our thanks to Dr. Rufus C. Harris, president of Tulane University and chairman of the Commission on Higher Education, for the able and efficient manner in which he has directed the forums of this Conference, and for his many other services contributed during the planning and carrying out of this excellent program.
3. That we thank also Dr. Edgar W. Knight of the University of North Carolina, the chairman of the Commission on Curricular Studies and Research, for his services in connection with this Work Conference.
4. That we thank Father P. A. Roy of Loyola University at New Orleans for his helpful contributions which have made the Conference noteworthy; and that we gratefully acknowledge the splendid services of Father Roy's secretary. Included in this resolution we also wish to express appreciation to Dean T. H. Napier of Montevallo, Alabama, and his secretary for valuable assistance.
5. That we acknowledge with satisfaction the services of the steering committee in summarizing each day's deliberations.
6. That we acknowledge with thanks the services of the executive secretaries, Mr. J. G. Stipe of Emory University and Dr. Roscoe E. Parker of the University of Tennessee, and their assistants, for compiling daily reports of the studies of each work group of the Conference, and for their other services which have been so helpful throughout the proceedings of the entire Conference.
7. That the Conference express its appreciation to the faculty and officials of the University of the South for the cordial reception given it, and for the generous manner in which they have contributed to the comfort, convenience, and entertainment of the members of the Conference and their families.
8. That the Conference thank especially Vice-Chancellor and Mrs. Guerry of the University for their acts of courtesy and thoughtfulness extended so constantly in making the work here at the University of the South so pleasant and profitable. The hospitality of their home, and the entertainment and dinner given by them, will long be remembered by everyone attending the Conference. Dr. and Mrs. Guerry are truly great leaders in education.
9. That the Conference note with especial pleasure the excellent food so tastefully and graciously served from day to day, and also the comfortable living accommodations in the dormitories of the University.
10. That we gratefully acknowledge our indebtedness to the General Education Board for making this Work Conference of the Southern Association possible. We affirm our confidence in the belief that the work of this Conference will result in lasting benefits to the member institutions of the Association. In addition, this Conference feels that the work begun should not end with this meeting. The hope is expressed, therefore, that the work will be continued and that other conferences similar to this may be held in order to check the work of this Conference and to direct further studies in the fields of secondary and college education in the Southern states.
11. That copies of these resolutions be furnished the officers of the three commissions of the Southern Association, that a copy be filed with the secretary of the Southern Association and that copies be furnished all those whose names are included in these resolutions.

Respectfully submitted,
(Signed) S. H. Whitley,
T. A. Hendricks,
J. A. Hardin,
Shelton Phelps,
M. C. Huntley.

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General Report on the Work Conference on Higher Education

I. HISTORY

The Work Conference on Higher Education held at the University of the South, July 6-19, 1941, under the auspices of the Southern Association of Colleges and Secondary Schools, originated last year. It was the result of the work of members of the Commission on Curricular Problems and Research and of the Commission on Institutions of Higher Education who thought that the coöperative effort of representatives of these two Commissions and allied organizations might be helpful in advancing the cause of education in the South.

Plans for such a coöperative effort began to take form in the annual meeting of the Association in Memphis in December, 1940. The Executive Council of the Commission on Higher Institutions and the Executive Committee of the Commission on Curricular Problems and Research agreed to investigate the feasibility of developing a work conference which would undertake to explore current problems in Southern education.

The executive bodies of the two Commissions met in Atlanta, Georgia, on March 7, 1941, and agreed as follows:

I. The Commissions, through their executive committees, have authorized work conferences during the summers of 1941 and 1942, and application to the General Education Board for funds to support these undertakings.

II. The Executive Council of the Commission on Institutions of Higher Education has appointed the following committee to coöperate with a committee appointed by the Executive Committee of the Commission on Curricular Problems and Research:
Dean Robert H. Tucker, Washington and Lee University, Lexington, Virginia,
Dean T. H. Napier, Alabama College, Montevallo, Alabama,
President E. M. Gwathmey, Converse College, Spartanburg, South Carolina.

III. The Executive Committee of the Commission on Curricular Problems and Research has appointed the following committee to cooperate with the committee appointed by the Executive Council of the Commission on Institutions of Higher Education:
Dean K. J. Hoke, College of William and Mary, Williamsburg, Virginia,

President P. A. Roy, Loyola University, New Orleans, Louisiana,
Professor Edgar W. Knight, University of North Carolina, Chapel Hill, North Carolina.

IV. The Executive Committees of the two Commissions have approved these six men as a Work Conference Committee, with Dean Hoke as temporary chairman.

V. The Work Conference of 1941 will be of an exploratory nature, relatively small and relatively short in duration. Its membership will include college professors, guidance officers, and administrators; representatives from the Southern Association Study; state high school supervisors, and state certification officers. It is hoped that some of these participants may become leaders of the Conference of 1942.

It is proposed to pay the living and travel expenses of the participants in this conference.

VI. The General Work Conference in 1942 will be of such nature as the Conference of 1941 may indicate to be desirable.

VII. In determining the nature of these Work Conferences, such conditions in Southern education as the following will be used as a guide:

1. College teaching and admission with special reference to such factors as:
   a. Curriculum and degree modifications to meet needs of college students,
   b. Procedures for improving instruction, e.g. reading laboratory,
   c. Basis for selection of students.
2. Evaluation of accomplishment in colleges and secondary schools to include such factors as:
   a. Amount and causes of failures by subjects with special reference to graduates from selected schools in the Study,
   b. Progress of students by years,
   c. Accomplishment in secondary schools as basis for predicting college success.
3. Guidance in college and secondary schools to include:
   a. Organization for student guidance,
   b. Procedures and materials for determining interests and abilities of students.

4. Education of the teacher for the elementary and secondary schools with special reference to such factors as:
   a. Coördination of academic and professional courses,
   b. Regulation and reciprocity in certification of teachers,
   c. Guidance for students preparing for teaching.

VIII. The Executive Council of the Commission on Institutions of Higher Education has authorized "its chairman to appoint a Committee on Evaluation of the Work of High School Graduates, with power to coöperate with the Committee on Evaluation of the Commission on Curricular Problems and Research."

IX. The Work Conference Committee will observe as far as possible the following suggestions from the Executive Committees:
   1. The Work Conferences will be held at some liberal arts college in the South, preferably one without a summer session,
   2. Coöperation with representatives from the Commissions of the Southern University Conference is desired.

This Work Conference Committee presented its proposals to the General Education Board and received the necessary financial assistance to enable it to begin carrying its plans into effect.

A budget of $7,000 was alloted to the first conference. The actual expenses of the Conference were as follows: Board, room and travel for participants, $3,200.34; consultants, $409.61; administration, $1,554.76; travel for Conference Committee and executive secretaries, $237.78; carriage and supplies, $266.32. Total, $5,668.81.

After consideration of various possibilities for putting its plans into operation, the Committee decided to invite the officers of the Association, the members of the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research, and the officers of affiliated organizations in the South to participate in a short exploratory conference during the summer of 1941. The Committee decided, after considerable investigation, to hold this conference at the University of the South, Sewanee, Tennessee, for the period of July 6-19.

Arrangements of details of the Conference were left to the two executive secretaries appointed by the Committee on Work Conferences: Mr. J. G. Stipe, Director of Admissions of Emory University, and Mr. Roscoe E. Parker, Professor of English of the University of Tennessee. While the two secretaries worked jointly on most of the planning for the Conference of July 6-19, Mr. Stipe was primarily responsible for making the physical arrangements and Mr. Parker for planning the educational work for the Conference.

Early in May invitations were sent to those eligible to participate in the

Conference under the plans adopted by the Committee on Work Conferences. These invitations were issued jointly by the chairmen of the two participating commissions, President Rufus C. Harris of Tulane University and Professor Edgar W. Knight of the University of North Carolina. Acceptances for participation in all or part of the Conference were received from eighty persons. Seventy-four were actually present for some part of the Conference.

Letters explaining the general purpose of the Conference were sent to those who had agreed to participate in the Work Conference. At the same time prospective participants were requested to suggest problems which were important to them and to recommend the sort of assistance in both materials and personnel which they desired. These suggestions were compiled and presented to the Committee on Work Conferences for approval as part of a program of action.

After the Committee on Work Conferences had approved the proposals of the participants, these proposals were presented to representative members of the Conference in pre-conference planning sessions held at Atlanta, Georgia, Birmingham, Alabama, and Lynchburg, Virginia. In general, the proposals were accepted with only slight modifications by the participants in these planning conferences.

Consultants were secured to work with participants on the problems which the participants had themselves selected as important. Participants who served as consultants are so recorded in the list of "Participants" preceding this report.

II. ORGANIZATION

The organization of the Work Conference on Higher Education was arrived at jointly by the Committee on Work Conferences, the participants in the Conference, and the executive secretaries. All the suggestions made by these three groups were compiled and organized into a working program. This program was as follows:

A. Five working groups established according to the wishes of the participants in the Conference:
   - Group I. The Improvement of Instruction
   - Group II. Modification of Curriculum and Degree Requirements to Meet the Needs of Students
   - Group III. Evaluation and Admission Standards
   - Group IV. Guidance and Personnel Service
   - Group V. Teacher Selection and Education.

B. A steering committee composed of the chairman of the Commission on Higher Institutions, the chairman of the Commission on Curricular Problems and Research, the two executive secretaries, and one representative from each of the working groups.

C. A daily symposium in which all members of the Conference were offered an opportunity to participate in the consideration of problems of general interest.

The problems on which participants worked were selected by the participants themselves. These problems were organized by the responsible executive secretary. A temporary chairman for the group considering each problem was named by authority of the Committee on Work Conferences before the Conference opened. This was done in order to assure each participant of an opportunity to work on the problem in which he was interested and to facilitate the organization of the working groups. Beginning with the first meeting, each working group became the sole authority for its organization and program of work. Only when matters arose which might affect other members of the Conference did any of the problems of these groups go to the steering committee for adjustment.

The steering committee undertook to serve as a general planning committee for meeting the needs of the individual participants and of the working groups. It assumed responsibility for special programs and for the conduct of the symposia in which all members of the Conference participated. It also issued a daily mimeographed bulletin containing reports of its actions, announcements, and minutes presented by all the working groups.

The consultants generally worked as members of groups which requested their services. Their services were available, however, to all individuals and working groups. When special problems of concern to the members of more than one group arose, provision was made for the consultants to work with these larger groups. They also participated in the daily symposia in a highly satisfactory manner.

III. SUMMARY REPORTS OF WORKING GROUPS

Each working group prepared a summary of its work at the end of the conference. These summaries constitute the bases for the various sections of this part of the report:

A. Summary Report of the Steering Committee

The steering committee of the Conference was created in accordance with the combined suggestions of participants in pre-conference planning groups. These suggestions were approved by the Committee on Work Conferences. When the committee held its first meeting at 2:00 p.m., July 7, it was composed of the following representatives: Messrs. Rufus C. Harris, Chairman, Commission on Institutions of Higher Education; Theodore H. Jack, Chairman, Group I; Edgar W. Knight, Chairman, Commission on Curricular Problems and Research; Harry A. Little, Chairman, Group V; Roscoe E. Parker, Executive Secretary; Fred C. Smith, Chairman, Group IV; J. G. Stipe, Executive Secretary; O. A. Ullrich, Chairman, Group II;

and Goodrich C. White, Chairman, Group III. The committee organized by electing Mr. Parker as chairman and Mr. Stipe as secretary.

The following changes in the personnel of the committee occurred during the Conference because of the necessary withdrawal of some of the members of the committee from the Conference: Father Roy replaced Mr. Knight on July 8; Mr. Melcher replaced Mr. Smith on July 8; Mr. Mathews replaced Mr. White on July 14.

The steering committee served as a guidance and planning committee for the work of the Conference. It undertook to provide for the needs of individuals and working groups in carrying forward their undertakings. It planned and arranged the programs suggested by members of the Conference for the symposia which served as a general meeting place for the discussion of problems of interest to all members of the conference. It acted as the policy committee on matters brought up by individuals and groups which might affect the work of the entire Conference. It also accepted responsibility for arranging for the collection of material and the preparation of a report on the work of the Conference which is to be made to the Association through the Committee on Work Conferences.

In order to carry out these obligations, the committee found it necessary to meet daily, receive, and act upon the proposals presented to it by members of the conference and by the representatives of the various working groups. It reported to the members of the conference daily through the Conference Bulletin and the symposium.

B. Summary Report on the Conference Symposia

Before the conference opened it was suggested that a daily symposium be held on problems of general interest to members of the conference. The suggestion was approved by the Committee on Work Conferences and participants in the conference. It was agreed to hold the symposia immediately after dinner in the open air in order to promote the informality of the discussions. This agreement was carried out through the excellent coöperation of the University of the South in providing the necessary chairs and lighting facilities.

The first symposium was held in the auditorium of the Sewanee Union on Sunday evening, July 6. The program was as follows:

Presiding . . . . . President Sam H. Whitley
America . . . . . The Assembly
Invocation . . . . . President P. A. Roy, S.J.
Address of Welcome . . . . . Vice-Chancellor Alexander Guerry
Response . . . . . President Rufus C. Harris
The Conference: Its Origin and Purpose . . . . Professor Edgar W. Knight
Announcements by Executive Secretaries . . . Mr. J. G. Stipe and
Dr. Roscoe E. Parker

Mr. Harris was asked to preside over the outdoor symposium on July 7. On July 8 he was elected permanent symposium chairman by the steering committee.

The program for each symposium except the first one was arranged under the direction of the steering committee, as follows:

July 7—Presentation of Problems Raised in the Working Groups
July 8—Continuation of Reports
July 9—Discussion by Consultants of Questions Submitted by Participants
July 10—Report by the Conference Committee on the Aims of Education
July 11—Report on Aims of Education Continued
July 12—Continuation of Discussion of Questions left from Symposium of July 9
July 15—Ways and Means of Continuing the Work of the Conference through 1941-42
July 16—The Work of the Southern Association Study
July 17—College Admission Requirements
July 18—Summary Presentation of the Work of the Conference
Report of the Resolutions Committee.

The symposia provided an opportunity for each member of the Conference to participate in the consideration of problems of general interest. The participation of members was spontaneous and helpful. It served as a unifying element in the work undertaken and thereby contributed to the promotion of good fellowship, mutual understanding, and coöperation.

C. Report of Group I

Group I studied the problem of "Improvement of Instruction." The problem included correlation, individualization, provision for superior students, stimulation, and student participation.

Organization

The group organized on July 7. By designation of the Committee on Work Conference, Mr. Jack acted as temporary chairman. The permanent officers were Mr. Jack, Chairman, and Mr. Yeuell, Secretary. Mr. Jack was elected as the Group's representative on the steering committee of the Conference.

The following members of the Conference participated in the work of the group: Messrs. Brogan, Briggs, Carmichael, Daniel, Davidson, Diehl, Drennon, Eyman, French, Guerry, Hale, Hardin, Hendricks, Huntley,

Jack, McCain, Nelson, Parkinson, Phelps, Roy, Scott, Stephens, Stilwell' Stipe, Tigert, and Yeuell.

Aims

The group was quite definitely of the opinion that its work in this Conference should be of an exploratory and suggestive character; that it should attempt primarily to formulate the problems; that in a brief session the group could do little toward any solution; and that it should submit its tentative actions and suggestions to the various colleges for consideration and discussion, with a view to more far-reaching and more definite action in the Conference of 1942.

The group was acutely aware that unless its proposals were given serious attention by the colleges its work would be of little value. It cannot be too clearly understood that the group considered its actions as tentative, preliminary, and suggestive. Because of this, the group gave a great deal of attention to what might be called the implementation of its proposals through the colleges into the Conference of 1942.

But it is equally clear that the group felt its proposals were fundamentally sound and that they constitute a considered basis of further action.

As a preliminary to the group's consideration of its problems, the following committees were appointed:

1. A committee, consisting of Messrs. Carmichael, Hoke, and Parkinson, to delimit the problems before the group,
2. A committee, consisting of Messrs. Stephens, French, and Brogan, to discover and report on deficiencies in the field of instruction,
3. A committee, consiting of Messrs. Hardin, Hale, and Stilwell, on materials for the use of the group,
4. A committee, consisting of Messrs. Davidson, Roy, Hendricks, Eyman, and Carmichael, on objectives of instruction and methods of improving instruction.

Following the report of the Committee on the Delimitation of the Problem, the group set up its purposes during this Conference as follows:

1. To analyze the problems of instruction, including its evaluation and improvement,
2. To limit the scope of the efforts of this division of the Conference by defining the chief problems to be solved in the field of instruction,
3. To study these problems with a view to suggesting ways in which faculties in Southern institutions may continue the study during the year 1941-42,
4. To suggest a plan whereby the representatives of the faculties who have been engaged in the study during the 1941-42 session may be organized for an effective Work Conference in the summer of 1942.

Report

On the basis of committee reports and of detailed consideration of the problems involved in each phase, the group adopted the following statements:

I. Objectives of Instruction:
The aims of instruction are as follows:
- A. To develop habits of sustained intellectual effort in the mastery of subject matter,
- B. To develop clearness and accuracy of thought and expression,
- C. To develop intellectual independence and initiative together with the ability to form sound judgments,
- D. To establish fundamental interests which would result in continuous intellectual curiosity and activity,
- E. To inculcate a sense of social responsibility based upon a sound conception of human values,
- F. To aid the student in developing a satisfying philosophy of life through providing a sense of aesthetic, moral, and spiritual values.

II. Major Deficiencies in Instruction:
The committee suggests the following as possible factors which interfere with successful college teaching:
- A. Failure to develop mastery of subject matter because of
  1. Insufficient preparation in tool subjects in high school and lack of articulation between high school and college,
  2. Weakness in the college curriculum due to a too free elective system which results in a lack of sufficient concentration in some field of knowledge,
  3. Failure to test adequately the daily preparation and the comprehensive knowledge of the student in the subject taught.
- B. The tendency on the part of instructors to organize elementary courses only for those who plan to pursue the subject further, and to forget that the majority of students enrolled in the course require a general and functional rather than a specialized knowledge of the subject.
- C. Lack of provision for adequate training in clearness and accuracy of thought by failure to require sufficient experience
  1. In the organization and presentation of subject matter,
  2. In the precise use of language in written and oral expression.
- D. Inadequate training in the techniques of undergraduate teaching.

E. Lack of those personal characteristics in many instructors which would make them capable of leading a student to a "satisfying philosophy of life."

F. Too many instructors who want back merely what they give rather than additional independent thinking on the part of the students.

G. The instructor in college teaching often the only judge of his own work.

H. Lack of careful and fresh daily and long-time planning of courses by some instructors.

I. Failure of many instructors to inspire independent and wide study beyond lectures, text, and assigned reading.

J. Lack of adequate student participation in classroom activities.

III. Methods of Improving Instruction:

A. Improvement of instruction in college teaching fundamentally depends on:

1. Clarification of the objectives of education and the improvement of our educational systems to attain these objectives,
2. Attraction to the profession of men and women with the highest intellectual and personal qualities and the determination of more efficient methods of selecting and subsequently testing college teachers,
3. The development of more efficient methods of training for college teaching.

B. The immediate improvement of instruction under present conditions depends upon the purposeful and coöperative efforts of faculty and administration to promote good teaching. Of primary importance in the improvement of instruction are the following:

1. Periodic restatement by faculty members of their objectives —course, departmental, and educational,
2. Faculty realization and agreement that the true aims of instruction, in addition to the imparting of knowledge and skill, require the continuous effort to develop in students these intellectual habits and social, aesthetic, and moral attitudes essential to leadership in a democratic society,
3. Adequate provision for conferences (departmental, divisional, or faculty) on teacher problems and methods,
4. A definite system of counseling with younger instructors on teaching problems and methods,
5. The announced policy that the administration regards good teaching as the first responsibility of the teacher and will

reward it by promotion, salary increase, and other stimulating means,

6. Provision by the administration of adequate library facilities and by the faculty for making the library the center of much of the instruction,
7. Provision for stimulation, criticism, and evaluation from others, as by the use of examinations in which others than the instructor participate in setting and grading,
8. More frequent testing of students to determine the extent to which the aims of instruction are being realized,
9. The encouragement of faculty self-improvement (as far as the resources of the institution permit) by:
   (a) a definite system of periodic leaves of absence with approved programs of study,
   (b) urging membership in and attendance upon meetings of learned societies,
   (c) providing a faculty shelf of books on teaching problems and methods.

IV. Implementation:

A. That the proposals of the group be sent for consideration to each member college of the Association.

B. That the proposals be sent to the president of each state college association, with the suggestion that they, in whole or in part, be made the basis of study in the annual meetings.

C. That State Departments of Education be requested to coöperate in an effort to get consideration of the report.

D. That it be suggested by the Chairmen of the two Commissions to the executive authorities in our colleges that special committees or other means be set up to secure detailed consideration by faculty groups.

E. That members of the faculties of the colleges be urged to suggest matters for consideration in the Conference of 1942.

F. That in the Conference of 1942 there should be as large a representation as possible of people engaged in instruction.

V. The group gave serious consideration to the implications for the colleges involved in the Southern Study and suggested to the colleges that the instructional staffs familiarize themselves with the methods of instruction being developed through the Study.

The group voted unanimously in favor of a two weeks' Conference in 1942, with the suggestion to the committee in charge that the dates be determined as early as possible in order that proper representation in the Conference might be facilitated.

The group also was of the opinion that institutions sending representatives might reasonably be expected to bear a part of the expenses of their representatives.

D. Report of Group II

Group II dealt with the problem of "Modification of Curriculum and Degree Requirements to Meet Student Needs," including citizenship, philosophy, objectives, professional needs, and technical training.

Organization

Mr. Napier was elected chairman of the group for the first week and Mr. Griffin was elected for the second week. Mr. Ullrich was elected secretary and representative to the steering committee for both weeks.

The following members of the Conference participated in the work of the group: Messrs. Baker, Brooks, Campbell, Carter, Drennon, Gass, Geiger, Griffin, Gwathmey, Hardy, Huntley, Johnston, Kayden, Lloyd, McKissick, Mayer, Myers, Napier, Ogan, Parker, Parlin, A. C. Smith, ten Hoor, Ullrich, Washington, Waters, and Wood.

The following committee was appointed to prepare agenda from day to day: Messrs. Griffin, Napier, ten Hoor, and Ullrich. For the second week the committee consisted of Messrs. Brooks, Geiger, Mayer, and Smith.

Other committees appointed were as follows:

1. On Bibliography: Messrs. Lloyd, Smith, and Young.
2. On Drafting Summary Report: Messrs. Griffin, Smith, and Ullrich.
3. On Aims and Objectives: Messrs. Griffin, Hardy, and McKissick.
4. Messrs. Napier and ten Hoor were elected to represent the Group on the Conference Joint Committee on Aims and Objectives.
5. On Weaknesses and Failures in Education: Messrs. Lloyd, Smith, and ten Hoor.

Aims

The program presented to the group was to study the modification of curriculum and degree requirements. As a necessary preliminary, the group early recognized the need of re-defining the aims of education in terms of present day needs. Accordingly the following tentative agenda were adopted:

1. Education as an agency of society.
2. Education as a means of developing the individual member of society.
3. Some weaknesses and failures in the American educational program.
4. The guiding principles of curricular organization.
5. Critical analysis and evaluation of existing curricular organization and proposed revisions.

Report

After a thorough discussion of each point the group agreed on the following formulation of principles.

Items 1 and 2 of the agenda represent the work of the Conference Joint Committee whose report was adopted to supersede the prior formulation of its own principles. It is as follows:

In considering the aims and objectives of education, it is convenient to distinguish between the function of education as a social agency and the aims of education as a means of developing the individual member of society. This statement views the aims and objectives of education from both points of view and is, therefore, divided into two parts.

I. Education as an Agency of Society:

Before attempting to set out the objectives of education as an agency of social progress, it is necessary to preface the statement with a list of certain assumptions which are basic to American ideals and the American way of life and to which attention should be called, particularly at this time of crisis in the world. Among these assumptions are the following:

A. That American education is committed to the principles of democracy which declare that government is a means to an end rather than an end in itself and that the end of government is the realization of the good life for all members of society.

B. That democracy is based upon certain fundamental conceptions, such as the inherent worth and dignity of the individual, religious freedom, tolerance, and the brotherhood of man, which largely derive from religion.

C. That democracy is committed to the principle that social change which is necessary to progress is to be accomplished by orderly processes as provided by the Constitution of the United States rather than by revolution, and that, if democracy is to survive, it must provide effective agencies for long range planning and for improving democratic institutions, including provision for the necessary educational facilities.

D. That the principles of freedom of speech, of expression, and of academic freedom are essential to the democratic conception of education, but that they are not to be interpreted as protecting those who advocate the overthrow of democracy.

In the light of these assumptions, the objectives of education as an agency of progress in American society may be stated as follows:

A. To promote the democratic ideal by imbuing youth with respect for and loyalty to American traditions, by inspiring in

them a sense of gratitude for the heritage which is ours and by instructing them in the history and the principles of the American system and in the virtues and values of democracy.

B. To make a contribution, through instruction, toward the solution of the complex problems of community life by inspiring a desire to alleviate inequalities and maladjustments, which often result in the inefficiency of democratic processes and a loss of faith in democracy.

C. To contribute to community progress by using its influence on behalf of sound educational ideals and policies in non-school educational and recreational agencies, such as the moving picture, the radio, etc., that affect profoundly the ideals and attitudes of both youth and adults.

D. To adjust its program, within the limits of its resources and facilities and within the scope of its functions, to meet the increasing variety of demands which developing democracy makes upon it, particularly in times of emergency.

E. To strengthen moral and spiritual values in community life through every agency at its command and to provide broad religious as well as intellectual and moral training for youth in the belief that, since the basic democratic conceptions derive from religious idealism and from the moral teachings of Christianity, they will scarcely survive unless supported by the inspiration of their original source.

II. Education as a Means of Developing the Individual Member of Society:

The ultimate purpose of education from the standpoint of the individual is to guide the student in discovering his latent possibilities and interests in order that he may attain the fullest self-realization. In line with this general purpose the specific aims of education are to assist the student:

A. To acquire a general body of knowledge acquainting him with the heritage of the race through the study of the humanities, with problems of human relations through the study of the social sciences, with the nature of the physical and biological world through the study of the natural sciences.

B. To develop skills in clear and accurate thinking and expression and habits of sustained intellectual effort, so necessary for a successful citizen in a democracy.

C. To develop intellectual initiative and independence of thought basic to the formation of sound judgments which are required in the solution of the varied and complex problems of demo-

cratic society and which are particularly needed in periods of great change.

D. To develop curiosity and fundamental intellectual interests which will stimulate continued study and improvement throughout life.

E. To develop through theory and practice a knowledge of and an interest in current social problems and a sense of responsibility, particularly civic responsibility, for helping in their solution.

F. To develop an effective philosophy of life, an integrated personality, and a strong character by stimulating an appreciation of intellectual, moral, aesthetic, and spiritual values and by promoting the development of appropriate and effective habits of action.

G. To acquire the knowledge, skills, and attitudes which will enable him to succeed in a socially worthwhile occupation of his own choice as well as a citizen.

III. Some Weaknesses and Failures in the American Educational Program:

Before undertaking any modification of curriculum and degree requirements it is necessary to identify the weaknesses and failures now most prevalent in American education. Among them are those named below. They refer to formal education at all levels, and presuppose the aims and objectives of education to be those described in I and II above.

A. The tendency of the community, the church, the home, and other groups to shift to formal education responsibility for education which these other agencies should assume or share.

B. The failure to emphasize sufficiently that it is the *processes* of democracy which make this form of government self-corrective and that therefore education should place as much emphasis upon the processes as upon the ideals of democracy.

C. The current tendency in education to conceive of the democratic process as purely experimental rather than as a continuous effort to discover effective methods of realizing the ideals of democracy.

D. The preoccupation with "the pathology of democracy," with the result that students are so impressed with the abuses and weaknesses of democracy that they lose sight of its successes and lose confidence in its possibilities.

E. The failure of educational institutions to exemplify the ideals and processes of democracy.

F. The failure to point out that democracy, ideally considered, should always be a guide, and that the concrete realization of it is necessarily limited by existing conditions.

G. The failure to realize that knowledge is power for evil as well as for good and that therefore education should also endeavor to train the student to desire the good and to strive to realize it.

H. The failure in education to correlate freedom and restraint, rights and duties, private privilege and social responsibility.

I. The failure to realize the necessity of *discipline* as a factor in training the individual for successful living in a democratic society.

J. The failure to realize the progressive weakening of religious influence on large numbers of our youth, and the failure to deal effectively with it.

K. The tendency in education to place too much reliance on the mechanics of education and to forget the greater importance of the teacher and the student.

L. The tendency in the selection of teachers to place insufficient emphasis upon character and personality.

M. The frequent failure on the part of teachers to understand the personal, moral, and spiritual crisis of students in present-day society and to provide needed guidance.

N. The inadequacy of the program of vocational guidance, training, and placement, and the failure to recognize the importance of skilled workmen in a democratic society.

O. The lack of intelligent and effective control and supervision of extracurricular activities by educational institutions.

NOTE: Group II was cognizant of the fact that some of the principles herein stated reach over into one or more of the areas investigated by the other groups. The group also took notice of the assumption commonly held that a given core of studies results in identical outcomes quantitatively and qualitatively and took the position that this assumption was invalid. The committee after some discussion reached the conclusion that this problem more properly falls within the area investigated by Group I.

IV. The Guiding Principles of Curricular Organization:

Some specific principles to be emphasized in the light of the present needs, weaknesses and failures of education are:

A. Conception of the total curriculum not as a collection of courses but as a series of interrelated physical, moral, intellectual, religious and aesthetic experiences.

B. Adequate provision for all students in all types of institutions of a broad body of knowledge in the humanities, in the social sciences and in the natural sciences.

C. Provision for balanced concentration in an area of knowledge, which will best equip the individual for some socially worthwhile occupation.

D. The curriculum should provide for a common core of experiences for all students, and at the same time an opportunity for electives based on individual student interest and needs.

E. Provision for intelligent correlation and integration of the student's college program and the proficiencies previously acquired.

F. The intelligent limitation of the curriculum offerings of an institution according to its library and laboratory facilities and teaching personnel.

G. Special provision throughout the curriculum for more superior students by such devices as:
   1. By exemption examinations and allowance of credit,
   2. By extending the breadth and intensity of courses offered,
   3. By extending the number and variety of honor courses.

H. The subordination of departmental interests to the general organization of the curriculum, so as to avoid harmful duplication, and to achieve a broader synthesis.

J. Inasmuch as so-called extracurricular activities are part of a student's experience, the aims and results of such activities should be included in planning the curricula.

V. Critical Analysis and Evaluation of Existing Curricular Organization and Proposed Revisions.

A. The number of degrees offered should be carefully limited by the aims and educational resources of the institution.

B. The major objective of a curriculum should not be the completion of a certain quantitative requirement but the mastery of an integrated field of knowledge.

C. The curriculum in arts and sciences should aim not only to insure breadth and depth to the student's intellectual interests and human sympathies but also to anticipate and satisfy, so far as possible within the framework of the liberal arts college, his personal and occupational needs.

D. The correct use of English, both oral and written, is such a fundamental tool of scholarship and such a recognized mark of an educated man that its satisfactory attainment should be assured before any student is permitted to be classified as a senior.

E. New courses should be added to the established curriculum only after a careful study has established their lasting value and appropriateness in meeting worthwhile needs of students consistent with institutional aims and objectives.

NOTE: The statements under paragraphs IV and V, and especially those under V, are introductory to further detailed analysis and implementation.

Conclusion

The members of Group II are of the opinion that the Conference has been for them a stimulating experience with promise of further benefit to their own institutions and to education in the South.

The Group suggests that the program for the Conference in 1942 should include a further attempt to elaborate and implement the principles listed in sections IV and V.

NOTE: A bibliography prepared by this group has been omitted until a complete bibliography can be prepared for distribution.

E. Report of Group III

The Group dealt with the problem of "Evaluation" (bases for selection and promotion; evaluation of accomplishment; failures, causes and extent).

Organization

Mr. White served for four days as chairman of Group III and for the first week as the Group's representative to the Steering Committee. Busy with meetings of the graduate deans, he resigned the chairmanship on Thursday morning. Mr. Mathews succeeded to the chairmanship and served to the end of the Conference. He also represented Group III on the Steering Committee during the second week.

Mr. Chamberlain acted as secretary of Group III until suddenly called away on Wednesday because of illness at home.

Mr. McGinnis succeeded Mr. Chamberlain as secretary and served in that capacity to the end of the Conference.

The following members of the Work Conference were members of Group III. They attended with regularity and participated actively in the work of the Group: Messrs. Chamberlain, Hendrix, Jenkins, Mathews, McGinnis, Petrie, Shaw, Stipe, Srygley, White, and Wiseman.

Report

Evaluation was at once recognized by the group as a very broad assignment. As it turned out, the activities of the period are of different types and yet within the scope of our subject.

Several meetings were occupied by the discussion, rather wide and infor-

mal, of quite a variety of topics that might be evaluated with profit. In these conversations we were helped greatly by contributions of information and advice from Mr. Wood and Mr. Jenkins.

Benefitting by the presence in the Work Conference of men whose institutions were doing things differently, Group III invited them to explain and evaluate what they were doing. These included:

A. A presentation by Mr. Tigert of his general college at the University of Florida and its relation to the rest of the University.
B. A picture by Mr. White of Emory University of the organization of their lower and upper divisions and the way they operate.
C. A discussion by Mr. Jenkins of the work and progress of the Southern Study.

Definite topics studied during the second week are as follows:

A. Admission requirements, with Mr. Mathews as leader.
B. Admission information and high school records, discussion being led by Mr. Wiseman.
C. Evaluating student accomplishment, by Mr. McGinnis; and techniques of evaluation by Mr. Parker.
D. Final evaluations, Mr. Hendrix and Mr. Petrie.
E. Some educational procedures that are wrong, Mr. Srygley.
F. The Work Conference, by all members.

We evaluate the Conference in terms of its results which we believe are:

A. Renewed interest and enthusiasm on the part of all workers present.
B. Better understanding of our own problems and greater appreciation of the work and difficulties of fellow workers—their different tasks and objectives.
C. Stimulation of each of us to study and investigate one or more of his own problems during 1941-1942.
D. Deep desire to influence every institution of higher education in the Southern Association to evaluate its operations and procedures for the definite purpose of discovering and solving at least some of their problems, thereby improving and strengthening all of our institutions.

F. Report of Group IV

Organization

Chairman—First Week ..... Mr. F. C. Smith
Second Week ..... Mr. Whitley
Representative to Steering Committee ..... Mr. Melcher
Secretary ..... Father Whelan

The following members constituted the Group during the first week: Messrs. M. L. Banks, Jr., Carter, Gardner, Hendrix, N. E. Jenkins, Melcher, Noffsinger, F. C. Smith, Whelan, and Whitley.

The following members constituted the group during the second week: Messrs. Jaggers, Melcher, Noffsinger, Whelan, and Whitley.

Aims

To survey the area of guidance and personnel and to draw up an outline of this field to be submitted to the schools and colleges for study and criticism as a basis for the 1942 conference.

Introductory Statement

Group IV assumes that all teaching is, in a sense, guidance and that one of the functions of the teacher is that of a guide. The group has drawn up an outline of some of the salient features of guidance with the hope that these proposals will stimulate in the schools and colleges a greater emphasis upon guidance. The outline that follows is submitted to the colleges and secondary schools not as a finished product nor with the expectation that it will meet the needs of every school, but with the hope that it may be helpful and that every school will give its reaction to it and will make suggestions for its improvement.

Report

I. Preamble: Definition and Principles of Guidance.

A. Definition:

Guidance is the necessary assistance made available to an individual to enable him (himself) to choose, prepare for, enter upon and be successful in a socially worthwhile occupation and to live a useful and satisfying life in an everchanging and improving society.

B. Principles of Guidance:

1. The career motive in education is not antagonistic to the philosophy, "Education for Education's Sake."
2. Guidance should incorporate vocational, educational, moral, social, economic, civic, recreational, and physical guidance together with all problems involving academic success in school and professional success in an occupation.
3. A guidance program should include the active participation of the entire staff of the school.
4. An effective program of guidance should include student participation.
5. Guidance is effective in breaking down the "gulf of difference" that exists too frequently between the teacher and the student. It is assumed that the guide acts as a guide because of superior knowledge and experience. This, however, should not pre-

vent the guide from dealing with the one who is being guided on the basis of coöperative understanding.

6. Guidance respects the "personality" of the one who is being guided. Hence, the guide must refrain from making a final decision and the one who is being guided must reserve to himself the responsibility of making the final decision.
7. Sarcasm, a powerful force, has no place among the techniques of guidance. The wound inflicted by sarcasm may heal but the scar will often remain with the wounded person.
8. Guidance is a process, not an event. It begins at the time that there is a realization of a life problem and it continues as long as there is a possibility of readjustment.

II. The Techniques of Guidance.

A. Analysis of the Individual:

1. Objective (data from tests that are given to the student).
   a. Intelligence test given to entering freshmen.
   b. An English test for English placement.
   c. A thorough physical examination including the tuberculin, Wasserman, vaccine for smallpox, teeth, eyes, and other such pertinent tests.
   d. A mental hygiene examination of some kind (techniques to be developed) available at some place, possibly outside the institution.
   e. A vocational interest test such as the Strong Vocational Interest Blank. This is not an aptitude but an interest test. It was suggested that freshmen who are interested in such a test be invited to take the test.
   f. Thurston's Personality Inventory for such students as are interested in this inventory.
   g. A test of mechanical ability to evaluate the correlation between the eyes and muscles of the student. (Only for students who are interested in such a test).
   h. Other tests.

B. Analysis of Occupations:

1. Through literature.
2. Through the use of bibliographies of occupational information.
3. Through invitations to outside speakers to give to students occupational information. It would be advantageous to limit them to the following outline:
   a. Advantages of occupation.
   b. Disadvantages of occupation.

c. Special training required in the occupation.
d. The effect of the occupation on the worker.
e. Compensation.
f. Opportunities for employment.

4. Through classes in occupations. (Course being prepared at the University of Tennessee for three quarter hours credit—the world at work studied through literature. This emphasizes the job analysis as well as the social aspects of the occupation.)
5. Through visits to people who are successful in an occupation.

C. Occupational Information and Higher Education:

1. A "college day" has both good and bad features. If this technique is used it should be for the purpose of guidance only.
2. High schools should be encouraged to make available to students literature of all the colleges in which they are likely to be interested. This will avoid the disposition of an alumnus of one particular institution to over-emphasize his own college without reference to the occupational interest of the student.
3. State Department records should be useful for gathering information concerning high school seniors on a statewide basis for the purpose of guidance.
4. In the study of college catalogues high school students would be greatly aided if each college catalogue contained:
   a. A definite statement of the aims of the college.
   b. Adequate information concerning the offerings of the college.
   c. A clear statement concerning sequence of courses.
   d. Definite information relative to degree requirements in the fields of study covered.
   e. The total annual cost to the student.
5. Since the occupational choice is usually made in the last two years of high school, the introduction of a more effective guidance program during these years is necessary. The vocational choice should help the student to select the proper kind of college.

D. Part-time Vocational Education (Diversified Occupations) in operation in the public secondary schools with state and federal aid for employable pupils is very helpful in the occupational guidance of high school students.

The following is a sample of such a program:

1. In the spring the student indicates his occupational preference. The coördinator then gets in touch with his parents and con-

sults with them concerning the occupational choice of the student.

2. There is an advisory committee drawn from the business interests of the community with employer and employee representation and members from the school administration with other consultants from other fields drawn in when necessary.
3. The program in operation: The student goes to school and takes the regular required subjects such as English and social sciences. He meets the coördinator for one or more periods a day. The coördinator either instructs him in occupations or farms him out for a period of the day to other departments in the school for related instruction.
4. "Memorandum training plan." This is a contract by which the employers agree to employ the student at the regular wage of beginners and to outline the procedure of training.
5. The students spend as much time on the job as in school (minimum of twenty hours a week on the job).

III. The Organization for Guidance.

Definitions: The counselor is the one who is in charge of guidance in an entire school or system of schools. The counselor deals with every kind of problem that comes up in the school.

The adviser is a member of the staff of the school who is responsible for the guidance of a group of students.

A. General Traits and Duties of the Counselor:

1. Education of the counselor.

He should have a broad general education, preferably the liberal arts education with the A.B. degree as a minimum, with special courses in general and educational psychology, and a good course in sociology and economics. If not specializing in psychology, sociology, or economics, he should have some other subject as a speciality. If the counselor takes graduate work, it should be in a professional field and it should include testing and statistics.

2. Personality of the counselor.

He should have good health, a sense of humor, ability to make a student feel at home with him, and have a sensitivity to human needs; and he must be sympathetic, kind, patient, and must also be aware of things of human interest. He should be neat in appearance. In summary, the director of guidance should be one who can get the confidence of the students and with whom the students will talk; one who has "control of temper, tongue, and impulses." He should also be religious

in sentiment. Every counselor should have some kind of a hobby as a release as well as a social quality. Every counselor should have the ability to put himself in the place of another and should know as much as possible about the home conditions of the student.

3. Administrative standing and duties of the counselor.

   The administrative standing of the counselor at any school level should be of such rank and character as to enable him to carry on his work in the most efficient manner possible.

4. The counselor should have in his own office a cumulative record of each student. This record must be kept as a strictly confidential record. The adviser should be able to have access to the records of the counselor provided the confidential aspect of these records is respected. The counselor should have an office of his own with a separate counseling room wherever possible. These should be tastefully decorated, comfortably furnished, and the entire atmosphere should be hospitable and homelike so that the student may feel that he is in the presence of a friend.

B. The Selection of the Counselor:

   It is desirable that in the selection of the school or college counselor institutions should exercise the same care and caution that they employ in the selection of other members of the staff.

C. Faculty Committee to Assist the Director of Counseling (faculty-student committee whenever possible).

   This committee should be the policy making agency for the program of guidance.

D. Personnel and Selection of the Advisers:

   1. The qualifications of advisers should be, if possible, equivalent to those set up for the counselor.
   2. The adviser may be selected on the basis of subject matter taught, the locality of the adviser and advisees in the institution, the geographical location of the country from which adviser and advisee come, or on some other practical basis.
   3. The advisee should be allowed to change his adviser in the case of incompatibility. This, however, should not be understood to involve a change at every whim of the advisee.
   4. In as far as possible or practical the one adviser should keep the pupil through the entire course.

E. Records:

The records should contain nothing that is damaging to the individual. The records should contain among other things the following items of information:

Name and address
Work experience
Something about occupation of mother and father
Are mother and father college people?
Any brothers and sisters?
Have brothers and sisters gone to college?
Are they professional people?
Books and magazines read
Kind of picture shows liked (an index to interest of individual)
How much does student read?

Questions Submitted for Further Study

Group IV feels that there are other problems that should be included in a program of guidance. For obvious reasons these problems could not be included in the study made during the Work Conference of 1941. The group, therefore, suggests that the following items be submitted to the schools and colleges for study and reports for the conference of 1942.

I. How may a school faculty develop "guidance consciousness"?

II. What additional obligations rest upon the schools for providing guidance in an adequate educational program in the present defense movements?

III. What obligations rest upon the schools for providing guidance for defense workers and draftees during and after the present national emergency?

IV. What are the implications of the guidance program for superior students?

V. A. What responsibility rests with the colleges and secondary schools for guidance in adult education?

B. What responsibility rests upon the schools in re-claiming the large number of young people "on the highways" who are now considered largely as "waste material"?

C. Is it desirable to have a state-wide program?

G. Report of Group V

Group V dealt with the problem: "Teacher Education and Certification" (coördination of general and professional education, reciprocity in certification, selection, and counseling).

Organization

Mr. Knight was chairman of the group for the first two days of the Conference. Mr. Parlin was elected to replace Mr. Knight, who found it necessary to return to his duties at the University of North Carolina. Mr. Cooper was elected secretary and Mr. Little was elected as representative of the group to the steering committee.

The members of the group were Messrs. L. F. Banks, Carter, Cocking, Cooper, Drennon, Gardner, Hardy, Jenkins, Knight, Little, McCutcheon, Parker, Parlin, and Wager.

Report

I. This group recognized from the beginning that a consideration of the important matter of teacher education without recognizing certain social and economic conditions of the South would be a fatal error. Therefore, the group set out immediately to list certain conditions that the teacher trained would inevitably face. Although no attempt was made to make the list of issues exhaustive, the group did try to recognize the most important ones. It was decided that the matter of certification and teacher education be left out of this survey of issues due to the absence of Mr. Jaggers, who was to have acted as chairman of the committee dealing with this particular phase of the problem. It is suggested that this matter be taken up at a subsequent conference.

II. The issues raised were as follows:
   - A. The South is largely rural.
   - B. The rural population is relatively impoverished.
   - C. The rural school and rural society are uninviting.
   - D. Health conditions in the South are serious.
   - E. The soil and natural resources have been depleted in large measure.
   - F. There are relatively few universities of first rank in the South, and most colleges are understaffed and the equipment is inadequate.

III. The problems of teacher education should be approached in the light of the foregoing conditions.
   - A. Problems in the selection of teachers:
     1. How can people of fine personality and satisfactory intellectual ability be recruited for teaching considering the prevailing low salaries and unattractive living conditions in rural communities?
     2. What agencies and procedures can be devised to select teachers sound in health and mind?

3. What tests can be applied to determine the gifts of the teachers in English speech, in mastery of the subject to be taught, knowledge of professional methods, and general knowledge in recognized fields?

B. Problems concerning the contribution of subject matter departments, the department of professional education, and the graduate school:

1. What administrative authority can be used to make teacher education the responsibility of the whole institution?
2. What proportion of the total teacher education curriculum shall be devoted to professional courses in education?
3. What should be the nature of the general education of teachers at the elementary and secondary level?
4. How can the general education of the teacher in the South be related to the physical and social needs of the area in which he teaches?
5. Can society in the South afford to have its teachers ignorant of the health conditions, soil depletion, or of its unattractive rural life?
6. What are the teacher training institutions to do in providing teachers for the new type of school now evolving from the Southern Association Study?
7. Would it not be highly desirable to devise graduate seminars to which teachers in service could bring problems arising out of their teaching or administrative experiences?
8. Can the selection of topics for masters' theses be improved by including more problems of regional concern?
9. Should an apprentice system be devised in teacher training for college teachers?
10. Could the graduate school make a more serious effort in the selection of graduate students who intend to enter college teaching?
11. Could the Southern graduate schools strengthen their programs by coöperation in course offerings and by allocation of fields of special interest?
12. To what degree can our graduate schools in the South set up a coöperative program of research in the problems of our region?
13. An important trend in teacher education in the South is apprentice teaching experience for undergraduate students. To what degree does this trend merit further development?

Conclusion

The group decided to refer this report to Mr. Knight as a consultant and that he be asked to make suggestions as to what methods may be used for implementing the report, including advice as to what subsequent studies may be made of the issues raised. It is contemplated that Southern institutions may interest themselves in some of these issues and that suggestions will come for the continuation of a study of these issues both during the regular session and in next summer's conference.

This group wishes to take this opportunity to commend the excellence of the set-up for this Work Conference. We have greatly enjoyed the work here, and we wish to express the opinion that the work has been of great value to Southern education.

There is one suggestion that we should like to make in anticipation of a similar conference next summer. It would facilitate matters greatly if chairmen and secretaries of the various groups were appointed and notified of their appointments prior to the conference.

IV. INDIVIDUAL EVALUATIONS

Each member of the Work Conference was requested by the Steering Committee to submit an evaluation of the work undertaken. Some typical evaluations follow.

A. By President Rufus C. Harris, Tulane University

Every period has the task of rethinking and reconsidering its fundamental educational problems. Moreover, conceptions of what is fundamental do not remain consistent in either category or emphasis. The role of educational leadership in our Southern area, the same as in all other sections, involves a responsibility to resolve to orderly thinking and analysis the major contradictions that beset formal educational patterns. Such obligations slowly but certainly evolve out of this shifting conception of fundamentals, and the social evolution and eruptions which bring them to the point of question and controversy.

In the period that may be described as uniquely ours, the quarter of a century between 1917 and 1941, we have experienced a world war at either end—with the intervening years bringing panics, booms, recessions, depressions and the attendant emotional zigzags that have tugged no less at the bases of our educational structures than at the foundations of our Democratic Society itself from which our edifices both public and private have sprung.

It is not surprising, then, that a study of the kind this Conference has undertaken is deemed important and even necessary. Indeed the point of astonishment may well be that we have not considered it necessary to do it before this time in view of the ebb and flow of the emotional and doctrinal

tides that our aforementioned period has encountered, if not successfully resisted.

History, as many understand it, is a chronicle of man's efforts to resolve the contradictions he has made. This Conference is history making. Representative as it is of two of the Commissions of the Southern Association, it is undertaking a study of some of our contradictions in educational thought and endeavor that seem to need new study, redirection, new angles of approach, and renewed faith and conviction. It has come to pass that forces are and have been at work in the world, and particularly in our country, which seem to necessitate a reexamination by us of our educational endeavors in the light of new circumstances to see if our aims are still valid, and if our means of realizing them are yet effective.

This Conference then in short has purported to establish and set out its problems. It has set up, provisionally, its platform so to speak, of what it conceives as being the aims of education. It is considering properly, consequently, the problems involved in accomplishing those aims, as they bear on the problems that go to the heart of all such aims, i.e., (1) instructional improvement, (2) a proper curriculum offering, (3) accurate evaluation of all factors in the educational endeavor, (4) adequate student guidance, and (5) the most effective teacher preparation and training. However the aims and purposes may be conceived or expressed, these are the factors chiefly involved in realizing them. There are no more important or more challenging problems for us at this time. This is not merely rethrashing old straw. It is more nearly the reexamination of all straw to make brick for the educational structure. What other periods may bring is another generation's problem. These now are ours and need our deep consideration. This Conference and the one next summer provide the opportunity.

B. By Other Participants

The following excerpts from evaluations of the Conference submitted by other participants are representative:

1. "I must confess that I had some doubts about the Conference before it began, which doubts were probably based on the fact that I personally was not very well informed about its purposes and procedures. However, my skepticism was quickly dispelled after the sessions began. In fact, by the end of the second day I was enthusiastic and this enthusiasm grew as the Conference proceeded. I was greatly pleased and heartened by the general determination of the Conference to come to clearness with respect to the aims and objectives of education in a democracy. I believe that the statement of the aims and objectives which will finally come out of this Conference will be a better clarification and a more courageous statement than any

which have previously come to my attention. The same promises to be true with the more specific deliberations of the other groups.

"However, it was not only the accomplishments of the Conference which were gratifying and impressive but also the spirit. I found in everyone a willingness to relinquish minor personal opinions and views in order that agreement on fundamentals might be reached. I do not believe that I have ever attended a co ference at which this spirit was so generally and continuously revealed. Not even at the end of the week when everyone was a bit tired did this spirit weaken. Good humor and good sportsmanship, which in my opinion are two of our finest American virtues, were constantly manifested. New friendships were strengthened. I might summarize all this by stating that the Conference was an impressive demonstration of that which we are seeking to define, namely, the democratic way of life. I am inclined to think that this Conference bodes much good for Southern education, for it demonstrates that there is nothing much wrong at least with the spirit of Southern educators."

2. "During the Conference the persons in attendance showed great seriousness in trying to identify and present for future study many of the major problems of higher education. Their deliberations were very considered. The utmost freedom of expressions of opinions was welcomed. Discussions of opinions were active, many sided, frank, yet courteous and tolerant. No attempt was made to hurry to a conclusion or to the formation of a group opinion.

"It was very inspiring to see so many educators working in harmony of purpose despite their varied personal and institutional interests and their different educational philosophies. By living and working together during the period of the Conference groups of persons in the Association who knew very little of each other and, consequently, had hitherto manifested very little community of interest, made use of the opportunity to learn more about each other and to value more the opinions of each other. Thus the Conference has done much to unite in a community of educational interests many of the educators of the South who exercise educational influence in their own localities.

"The study groups into which the membership of the Conference were divided were wisely planned and functioned with a minimum of overlapping considerations. The Steering Committee functioned very well as a stabilizing and unifying element of the Conference. The symposia helped greatly to enable the members of each study group to become acquainted with the work being done in other study groups and to enter into united deliberations on common problems."

3. "In general I have found the Conference both a pleasant and a profitable conference. My only experience previous in this type of work has been among educators of my own church, and naturally I was a little fearful in the present instance of some radical disagreements on the philosophy of education. I must say that for the most part those fears proved unfounded. More than once during the Conference I was amazed by the deeply religious tone of my fellow-workers.

"Features of the Conference that I found wholly admirable were:

"1. The inclusion of secondary school men along with the representatives from colleges. Their viewpoint holds an important place in our planning.
"2. The secretarial service, and the efficient management of all the business details of the conference.
"3. The main division of topics assigned to the different groups.
"4. The variety of the programs of the symposia.
"5. The arrangements on the Sewanee campus for our physical comfort.
"6. The universally friendly spirit evident."

4. "Though it was frequently stated in the groups with which I met that the discussions pertained only to the Liberal Arts College, I did not come away empty-handed. 'Inspiration' is one of the most important of all assets, and it was certainly a great inspiration to meet with such a group to engage in discussion of any of the problems of education. To me the inspirational value of such an effort would after all be its chief value. If it is possible to instill into each participant in such a conference a desire to return to his environment and tactfully initiate movements that will lead toward the goals set up in the Conference, an immeasurable amount of good will be done.

"This comment on the personnel of the group with which I associated myself may be pertinent when selecting participants in the next conference. There was not the slightest evidence of a desire on the part of anyone to be controversial. I had *feared* that there would be. The absence of such a spirit was one powerful cause of the success of our deliberations."

5. "I don't know when I have enjoyed a conference more, nor do I remember ever having left a conference with more regret. No conference that I have ever attended has been concerned with more challenging or more important problems, and certainly it would be difficult if not impossible to get an abler or more devoted group to work on these problems. You and the others who are responsible for the Conference should feel a just pride in what you have started, because I am fully convinced that this conference will be historic."

6. "I remarked to Group I Saturday morning that I considered the work worthwhile if we accomplished no more than the adoption of 'The Aims and Objectives of Education.' It is true that this report was drafted by a sub-committee and that the Conference made few changes in it before its final approval; nevertheless we all felt it was a joint declaration and in consequence it means more to each one of us; I think it is fine. But this is only a part of the work accomplished. In Group I, for instance, we made decided progress toward the goal of improving college instruction. I am sure that the members of the other groups have the same feeling."

7. "In my opinion the Conference has been eminently successful. I understand that the purpose of this conference was to outline problems for a more comprehensive conference in 1942 and for preparatory work during the 1941-42 academic session. The reports indicate that this purpose has been accomplished."

8. "The Conference was especially helpful in that our common problems could be discussed freely and frankly, that ideas could be exchanged as regards their solutions of the problems, and a common understanding of the meanings of our words could be reached.

"Apart from the work accomplished, the Conference inspired me to greater efforts in my corner of the South to promote the general welfare and to stimulate others to lead 'the good life.'

"The work of the Conference in my judgment may well be the beginning of a Renaissance in Education in the South. You may count me as one willing to do his part to the extent of his ability."

9. "It is my thought that this conference will stimulate higher education in the South particularly by drawing the attention of educators from the immediate program of the college to:

"1. The larger purposes of education in a democracy.
"2. The economic position and conditions of the South.
"3. The inequalities of educational opportunity in the South.
"4. Means of improving classroom instruction.

"I wish to express the opinion that higher education in the South has an opportunity to render a wider service than it has rendered heretofore by setting the pattern for liberal-vocational education designed for the large number who do not now go to college but who need and desire one to three years liberal-vocational training above the high school level. This pattern, in my judgment, can be set best by a closer working relationship between college and secondary school leaders. Therefore, more secondary people should be included in this conference next summer."

10. "It was a splendidly planned meeting. I heard no single word of

criticism from any source. I regard it as the most thrillingly happy experience I have ever had in a meeting of this kind, and believe that the results will constitute one of the great historical educational records of this generation."

11. "This Work Conference on Higher Education has been eminently worthwhile and has greatly heartened me with regard to the future of education in the South. It has been well planned by intelligent men who are familiar with our general, as well as our sectional, shortcomings, men who were not trying to pattern this Conference after some other workshop, but who were trying to meet our peculiar needs.

"The plans for the Conference were well executed. Representative men were invited and were in attendance. The seriousness of purpose of these men, their sanity, their open-mindedness, and their general spirit of coöperation were noteworthy."

12. "The Work Conference on Higher Education, providing an opportunity for those directly concerned with the problems in the South to assemble and to seek the solution of these problems, is filling a definite need.

"If this plan can be continued again next summer and the results made generally available in printed or mimeographed form, a definite service will be rendered to higher education."

13. "The most outstanding feature of this Conference to me has been the general tendency to see the students as persons and not concern about standards and subject matter, and if nothing else grows out of it but this I think that it will be successful.

"I feel that the University of the South should have our thanks for the way they have helped to make this Conference a success. The very effective organization of the central office has also added a great deal to the Conference."

14. "I did not find the night meetings as worthwhile as the working groups and committee meetings. Perhaps only one or two general night meetings a week might be planned for, with specially invited speakers. This would leave more nights free for follow-up committee meetings and group conferences."

15. "When I accepted the invitation to attend this Conference, which I now appreciate as a rare and valuable opportunity, I set before myself three things: first, I came here to learn; second, I hoped to take back to my institution something that would aid in improving the work we are doing and third, to also carry back to the State Association of Colleges and Universities in Florida something of value.

"I think the symposiums did a great good in centralizing and making the work of the Conference a unified whole. Other work I know of from the bulletins was important.

"There are two special reports that were given at this conference upon which I wish to comment briefly:

"The first is the report on 'A Unified Program of Teacher Education and Certification in the Southern States.' This is one of the best examples of the good fruits of the democratic process that has come to my attention. Had I been told five years ago that such results could be accomplished in so short a time I could not have believed it.

"The second special report that I wish to comment upon is that of the Aims of Education. This is an everrecurring question and a developing idea. The second part, entitled 'Education as a Means of Developing the Individual Member of Society,' is a creditable piece of work; it almost redeems the errors of the first part. I consider it extremely unfortunate that all through the four sections of the first division of Part I and the first section of the second division of Part I the more acceptable use of the term 'democracy' was violated. The error seems to have arisen, as it frequently does, in the minds of many who fail to discriminate between the process of democracy and the institutions that the democratic process has brought into existence. Seeing the results and cherishing many of these institutions such as the Constitution, the public schools and the like, one is prone to forget that these are the results of the democratic process—all of which results are open to change and improvement. It is the process that we must not lose."

16. "I have attended meetings of the Southern Association for the past fifteen years and have served in various capacities. I have, therefore, had rather direct and intimate contact with the workings of the Association. Since I have been familiar with it there has been a decided division in its ranks. This has bothered me some and I have hoped that some means might be found whereby the Association could work with a unity of purpose that has not been evident since I have been familiar with its proceedings. I think we came nearer approaching that in the conference at Sewanee than at any time in my experience. If nothing else had been accomplished, I think this would have been a very important contribution. In addition to this apparent unity of purpose I felt that those present attacked the problems with real interest and enthusiasm."

V. SUMMARY EVALUATION OF THE CONFERENCE

A. Agreements

An examination of the reports of the working groups and of those individuals who submitted evaluation reports results in the establishment of general agreement on the following points:

1. The Conference was a valuable experience for the participants and should result in distinct contributions to the future of education in the South.
2. The Conference was wisely located, well planned, and characterized by efficient and harmonious work in both group and general meetings.
3. The members of the Conference faced realistically the major educational problems of the South and worked democratically and sympathetically in the exploration of these problems and in the development of tentative procedures for working toward their solution.
4. The work begun in this conference should be continued throughout the year in the various institutions and in another conference next summer.
5. The bringing together of both college and secondary school men was valuable in assisting members of the Conference to get a general view of educational problems and necessary in developing tentative procedures for their solution.
6. The work of the Conference should be brought to the attention of all members of the Southern Association and their coöperation secured in carrying forward this work.

B. Differences

While there was general agreement concerning the value of the Conference and most of the tentative conclusions proposed for general consideration, it is quite natural that there should have been minor disagreements concerning details. In fact, such disagreements are generally considered necessary for the most effective work on problems as important as those considered in this conference. *It is worthy of note, however, that such differences in points of view as have been expressed have without exception been stated with tolerance and consideration.* A minority of the participants in the Conference raised questions concerning the following details:

1. While the plan for working in groups on various major problems may have been necessary, this plan prevented all members of the Conference from meeting at certain times, especially for the consideration with consultants of problems of general interest.
2. Although the symposia were valuable and frequently interesting, they should probably be limited to two or three each week in order to leave

some evenings free for committee work and for the opportunity for two or more working groups to consider problems of common interest.

3. In spite of general agreement on the substance of reports proposed for adoption, there was some disagreement about the meaning of some of the terms used in these reports. The following statement, for example, calls attention to the meaning of the word *democracy* as used in the report on the *Aims of Education:*

> "Since democracy is a process it does not have principles, nor is it committed to principles. It is committed to nothing. It has certain beliefs.
>
> "Further, I consider Section 4 of Part I, not only unnecessary but dangerous."

4. The consultation service was excellent but inadequate in the scope of interest and in the use made of consultants.
5. The value of the Conference might have been increased by more preliminary organization in order to give all participants an opportunity to remain in the Conference until the end.

Possibly a fair summary evaluation of the Conference is contained in the following quotations from the individual evaluation reports of two participants:

"Perhaps the outstanding impression I shall carry away from the Conference will be a new conception of the Southern Association as a progressive group of educators willing to admit that all is not perfect, that standards are at best poor measures of quantitative evaluation, not to be applied without careful allowances for institutional differences."

"It seems to me that the results of the Sewanee Conference are better than we had a right to expect. If the results can be carried widely enough and permanently enough, the Conference of next summer should be of even greater significance."

VI. RECOMMENDATIONS

Each working group and each individual member of the Conference was asked to make recommendations for the continuation of the work begun in the conference during 1941-42. Every group and many individual participants responded to this request. The following responses are typical:

A. Working Groups

Group I

"Dr. Jack opened the meeting of the group by raising the question as to how the deliberations of this group might be carried back to institutions and what suggestions can be made to the steering committee in respect to the 1942 conference. The following report simply sets out certain suggestions which were expressed by members of the group.

"It was felt that all material of this conference should be sent to each

member institution of the Southern Association. Probably also copies should be sent to non-members located in the associational area. Probably extra copies of the final report should be made in order that they might be sold if there is to be a demand.

"In respect to implementing the work of the Conference, it was suggested that state college organizations might be instrumental in helping institutions who undertake certain suggested activities. Organizations in institutions such as the A. A. U. P. and the A. A. U. W. might help along similar lines.

"It was suggested that before the general material of the Conference goes out it might be well for the chairmen of the Commission on Higher Education and of the Commission on Curricular Problems and Research either jointly or separately to contact the various institutions with personal letters stating in general terms what has been done and suggesting to the institutions that certain materials and suggestions were forthcoming. It was emphasized that the work of this conference does not attempt to solve problems at all but simply to raise problems and to make suggestions to institutions which may be of help to them in carrying on programs for the improvement of instruction. State departments of education in some states probably should be contacted since some institutions are directly or indirectly under the supervision of these departments. It was suggested that short bibliographies be appended to the work of each of the groups in the Conference.

"Faculties of institutions should help carry on the present study and define the various problems more in detail. Supervising officers of institutions might well appoint committees to canvass the results of the work of the Conference and suggest means in their own institutions for implementation. It was suggested that as soon as possible interested members and persons in key positions be contacted so that materials would not be wasted and waste motion would be obviated. Probably the administrative officers of institutions should be asked to furnish the name of this person in the first letter which goes out to him. It was suggested that some kind of machinery should be set up in order to receive reports from the member institutions in respect to their activities for the year. This would help the steering committee in planning for the next summer's session.

"It was generally felt that faculty members should in some manner or other be members of next year's conference. It was especially stressed that all of the various fields of the curriculum be represented and that groups of similar interest might well function next summer. The group went on record as favoring a two weeks' conference over a three weeks' conference by unanimous consent. It was also suggested that the date of the conference next year be set up as early as possible in order that institutions might make plans in respect to sending their members. The question was raised as to whether or not member institutions might be willing to bear part of the expenses of next summer's conference. The point was brought out that the

laws of some states would not permit this. The problem should be studied. It was felt that time might be saved next year by holding a pre-conference immediately preceding the general conference. Thus plans would be formulated beforehand."

Group III

"We of Group III make the following recommendations:

"I. *For 1941-1942.* We think the appropriate committee should send to each member of the two commissions sponsoring the Work Conference a summary of the work and aims of the 1941 Conference together with an earnest request that each such institution during 1941-1942 make a serious effort to discover and solve at least some of its problems to the end that all may be toned up and made more efficient and effective in its work. The slogan should be *self evaluation*

"II. *For the 1942 Conference.* Our first word must be to thank, commend, and congratulate all those responsible for the 1941 Work Conference. For the 1942 conference our recommendations follow:

A. *Place.* The campus of the University of the South has proved to be highly satisfactory and suitable in 1941. If similar arrangements can be made for the 1942 conference we are fortunate.

B. *Time.* Doubtless no one time would suit all. If the conference is to cover two weeks in 1942 the first two weeks in July, rather than the middle two, would be preferred (1) by deans and registrars whose institutions have two terms of summer school, with the change occurring in the third week of July, and (2) by teachers who are on duty in the second term and not the first. The 1941 dates extended into both terms.

C. *Length of Term.* Three weeks should be fine if one-week units of attendance are desired, for more people could be accommodated by the wider spread. But if the workers are to attend the entire period of the conference two weeks, or even ten days, would be better.

D. *Personnel.* The 1942 conference clearly should call many of the 1941 workers. There would be much loss otherwise. But to extend the benefits and the stimulation, as well as to improve the talent, many new workers should be brought in, and the latter should include quite a number of teachers, including some women. Particularly should people, men or women, who have done significant work in 1941-1942 be sought out.

E. *Early Organization and Definite Aims.* The 1942 conference should be set up early and group leaders assigned. It should not be necessary to have very much general discussion next time.

While the fields of study should be more definitely laid out, with group chairmen making preparations in advance, there should also be some flexibility after the conference opens.

F. *Addresses.* It would doubtless be in order to provide one or two stimulating addresses during the period. Care should be taken, though, to secure superior talent."

B. Symposium

July 15, 1941

Minutes

Mr. Harris presided.

Mr. Jack: "Our work is as follows:

"1. The formulation of the problem of higher education in the South.

"2. Carry over the findings of this summer into our faculties with the hope that this material will pass through the faculty mind and result in valuable suggestions for further consideration of our problems.

"3. How this conference is going to be carried over effectively into the larger and more general conference of 1942.

"The work of our conference will probably result in a great forward movement in higher education in the South.

"Officers should see to it that the digested report of this Conference should be sent to everyone who will participate in next year's conference sufficiently long in advance to enable that participant to familiarize himself with the suggestions we have made concerning the various problems.

"At the annual meeting of the Southern Association the work of this Conference should be brought concretely and directly to the attention of every member of the Southern Association.

"Through the influence of our group here (approximately 70 representative men) the interest of our people towards the 1942 Conference should be aroused.

"It would be valuable if the leadership of the Conference would see to it that the leadership of this Conference be present at the 1942 Conference in order to aid in beginning, without loss of motion, the work of that Conference at the point at which this Conference will leave off."

Mr. Ullrich ("How to get the findings back to the faculties"):

"Accompanying the report, there should go a letter to each dean calling attention to the fact that the findings have been sent to the president's office and suggesting that he get together with the president to talk it over. In that letter there should be the suggestion that the Conference desires the institution to make a study of the findings. It should also be suggested that the institution call a meeting of its Advisory Council or members of the different departments if there is no Advisory

Council. Then there should be a discussion of the findings by the entire faculty. The various problems should then be submitted to the Standing Committee of the faculties. Then the Curriculum Committee in each institution should take care of most of the study."

Mr. Whitley:

"Get summary of the findings of this Conference into the hands of every institution in the Southern Association, colleges and high schools, as soon as possible.

"A place will be reserved on the program of the meeting of the Southern Association in order that the findings of this Work Conference can be presented to the entire Southern Association."

Father Roy:

"The problem is to get the individual in institutions to pay attention to the report that will be sent to them. The letter to the presidents should be signed by the Chairman of the Commission on Institutions of Higher Education in order to be sure that the presidents will give that letter serious consideration.

"The letter should suggest that we are desirous of sending further communications to the person who has charge of the study in each institution and should request the presidents to inform the Chairman of the Commission on Institutions of Higher Education of the name of that person.

"The letter should contain a statement that these findings are not definite statements but merely problems which we have raised, which we would like to study, and which we would like others to study with us.

"We should come to a decision early as to the time of the conference next summer, the length of the conference, and the groups that will be desirable at the conference. All this should be arranged early so that we can get important persons to attend the conference who otherwise might accept another engagement for that time.

"There should be more faculty members present at the conference next year. There should be three types of faculty members present: outstanding men who have been giving instructions in humanities, social sciences, and physical sciences. This should be done in order to get a cross section of the pick of the faculty members of the schools of the Southern Association."

Mr. Tigert:

"The letter should be one page long.

"Each person present should write to headquarters after he returns to his institution and let headquarters know what his institution intends to do."

Mr. Harris:

"A central office will be arranged for by the two committees from the commissions."

Mr. Stipe:

"Letters alone are not going to be effective.

"There should not be any predetermined form for organization of groups in individual institutions.

"Persons connected with secondary schools should be brought into study groups; the gap between colleges and high schools is largely imaginary.

"It is incumbent upon every participant in this Conference to make this thing go throughout the Southern area. Men from this conference should meet with study groups as much as feasible."

Mr. Jaggers:

"Members of the Conference should be grouped according to states and should work as a group in their own states."

C. Summary of the Recommendations

A summary of the recommendations offered by the Working Groups of the Conference and of the individual participants indicates general interest in two topics: continuation in Southern institutions of the work begun in this Conference and planning for the Work Conference in 1942. The recommendations most frequently made are outlined under these two heads.

A. Continuation of work in various institutions:
   1. Members of this conference should serve in their respective states as a committee for the promotion of the work begun here.
   2. A study committee should be appointed in each member institution of the Association to continue the exploration of problems studied in this conference and of other problems of importance to the institutions concerned.
   3. The general report of the work of this conference should be sent to each member college of the Association, to the president of each state Association, and to each State Department of Education with suggestions for the continuation of the study outlined in the report by each of the several institutions and groups concerned.
   4. The work of this conference should be presented as a part of the program of the Association at its meeting in December.

B. Planning for the Work Conference in 1942:
   1. Plans for the Work Conference in 1942 should be completed as early as possible and sent to all members of the Association.

2. In addition to a large representation of the membership of the 1941 Conference, the Conference in 1942 should have in attendance high school, college, and university teachers representing the various subject matter fields. Some women should be included in the membership.
3. All members should remain throughout the Conference.
4. Consultants for the Conference should be secured early and should be selected for their ability to make contributions to problems with which the Conference will be concerned. Their names should be sent to all prospective participants as early as possible.
5. A considerable amount of preliminary study and organization should precede the opening of the conference, which should follow the general plan of organization followed in the first conference. The chairman and secretary of each working group should be appointed several weeks before the opening of the Conference. They should meet with the permanent members of the steering committee and other officials of the Conference for several days before the Conference opens.
6. The Conference should run for two or three weeks and should begin early enough to conclude by the middle of July before the beginning of the second term of summer sessions.
7. Because of the accommodations, the climate, and the cordiality of the administration and faculty of the University of the South, Sewanee is an ideal place for holding the Conference.

In Memoriam

This list is arranged alphabetically by states and institutions according to the same plan as the list "Builders of the Southern Association." (See p. 000, this issue.) Information for this section should be sent to the editor before October 1 of each year from the office of the president, registrar, or principal of member institutions. The directions sent out to all member institutions should be followed; that is, write "Form B" at the top of the page and then number and give the information as follows: (1) the name and address of the institution, (2) the name of the deceased employee, (3) degrees held and in each case the institution conferring them, (4) date of entering service of your institution, (5) position held at time of death, (6) date of death, (7) any special comment, (8) your signature as the person furnishing the information. (For the 1937 list, the first published by the QUARTERLY, see the issue of February, 1938, Volume II, pp. 24-29; for the 1938 list, see Volume III, pp. 18-25; for the 1939 list, see Volume IV, pp. 68-73.); for the 1940 list, see Volume IV, pp. 564-69.

ALABAMA

ALABAMA POLYTECHNIC INSTITUTE, AUBURN: (2) FRANK CLIFTON HULSE; (3) PhB, Brown U.; (4) 1918; (5) prof. mach. design, mech. dr.; (6) June 9, 1941; (8) lnd.

MARION INSTITUTE, MARION: (2) THOMAS ADAMSON WOOD; (3) AB, Conn. Wesleyan U.; (4) 1918; (5) bus. mgr., prof. biol.; (6) April 25, 1941; (8) dmm.

ST. BERNARD JUNIOR COLLEGE, ST. BERNARD: (2) ALOYSIUS MENGES, O.S.B.; (3) AM, STL, Catholic U. of America; (4) 1901; (5) vice pres., dean; (6) May 3, 1941; (7) under his leadership, the school became a member of the Sou. Asso.; (8) lg.

SELMA, ALBERT G. PARRISH H. S.: (2) MRS. GLADYS GRAVES BONNER; (3) BS, Peabody; (4) 1936; (5) math. t.; (6) April 19, 1941; (8) tmb.

STATE TEACHERS COLLEGE, LIVINGSTON: (2) GEORGE WILLIAM BROCK; (3) AB, LLD, U. Ala., LLD, Howard Coll.; (4) pres. emeritus; (5) 1907; (6) May 20, 1941; (7) Dr. Brock's Administration was characterized by rapid growth and expansion of the institution as a whole; (8) nfg.

FLORIDA

FLORIDA STATE COLLEGE FOR WOMEN, TALLAHASSEE: (2) FREDERICK CLIFTON MOOR; (3) AB, Emory; MD, U. Md.; FACP, Am.

Coll. of Physicians; (4) 1909-21, 1928-41; (5) coll. physician, supt. infirmary; (6) Feb. 18, 1941; (8) ec.

JACKSONVILLE, ROBERT E. LEE H. S.: (2) Dorothy McKinney Carlisle (Mrs. K. S.); (3) AB, Ohio Wesleyan; (4) 1927; (5) math. t.; (6) Jan., 1941; (8) jwg.

TAMPA, HILLSBOROUGH H. S.: (2) Mrs. Lula B. Bradford; (3) dip., Suffolk Coll. for Women; (4) 1910; (5) Eng. t.; (6) Feb. 7, 1941; (8) vg.

GEORGIA

EMORY UNIVERSITY, EMORY UNIVERSITY: (2) Dowling Leatherwood; (3) AB, U. Fla.; AM, U. Wis.; (4) 1938; (5) ass't prof. journalism; (6) March 10, 1941; (8) jhp.

GEORGIA STATE COLLEGE FOR WOMEN, MILLEDGEVILLE: (2) Alice Lenore Tucker; (3) McPhail Sch. of Mus.; (4) 1907; (5) prof. emeritus of music; (6) April 11, 1941.

MACON, LANIER H. S. FOR BOYS: (2) James M. Richardson; (3) PhB, Emory Coll.; (4) 1918; (5) hd math. dep't; (6) Feb. 3, 1941; (8) jag.

SHORTER COLLEGE, ROME: (2) Tennie Rhinehart; (4) 1921; (5) cashier; (6) Nov. 4, 1940; (8) lt.

KENTUCKY

U. OF KENTUCKY, LEXINGTON: (2) John Stapp Mitchell; (3) AB, AM, U. Ky.; (4) 1927; (5) ass't prin., Univ. h. s.; (6) Feb. 23, 1941; (8) jdw.

U. OF LOUISVILLE, LOUISVILLE: (2) Louis Frank; (3) MD, Hospital Coll. of Med.; (4) 1892; (5) prof. emeritus of surgery; (6) March 23, 1941; (8) rak.

U. OF LOUISVILLE, LOUISVILLE: (2) James H. Fullenweider; (3) DDS, U. Louisville; (4) 1930; (5) prof. econ.; (6) Nov. 12, 1940; (8) rak.

U. OF LOUISVILLE, LOUISVILLE: (2) Claude T. Wolfe; (3) MD, Ky. Sch. of Med.; (4) 1911; (5) prof. ophthalmology; (6) April 9, 1941; (8) rak.

WESTERN KENTUCKY ST. TCHRS. COLLEGE, BOWLING GREEN: (2) M. C. Ford; (3) BS, MS, PhD, U. Wis.; (4) 1913; (5) hd dep't sci.; (6) March 19, 1940; (8) jmg.

LOUISIANA

LOYOLA UNIVERSITY, NEW ORLEANS: (2) Richard D. Doyle; (3) PhB, Loyola U. of Chicago; LLB, St. Paul Coll. of Law; BCS, DePaul

U.; AM, PhD, St. Louis U.; (4) 1932; (5) chmn, dep't hist.; (6) Dec. 23, 1940; (8) iat.

LOYOLA UNIVERSITY, NEW ORLEANS: (2) Arthur J. Peters; (3) LLB, Tulane U.; (4) 1930; (5) prof. law; (6) Jan. 10, 1941; (8) iat.

MISSISSIPPI

GREENVILLE SENIOR H. S.: (2) James Cuthbert; (3) grad. Edinburgh Academy, Scotland; BM, Conn. Sch. of Mus.; BS, Kansas St. Coll. of Mus.; MS, Northwestern U.; (4) Sept. 1934; (5) dir. mus.; (6) Dec. 20, 1940; (8) fwm.

NORTH CAROLINA

EAST CAROLINA TEACHERS COLLEGE, GREENVILLE: (2) James R. Gulledge; AB, Duke U.; AM, U. Ill.; (4) 1936; (5) librarian; (6) Feb. 27, 1940; (7) built up library from about 17,000 to 39,000 volumes; began development of a library science curriculum; (8) hjm.

MEREDITH COLLEGE, RALEIGH: (2) Charles Edward Brewer; (3) AM, LLD, Wake Forest Coll.; PhD, Cornell U.; LLD, Baylor U.; (4) 1915; (5) pres. emeritus; (6) May 1, 1941; (7) during his administration the college grew in number of students and size of plant; won recognition of Sou. Asso., Am. Asso. Univ. Women, and Asso. of Amer. Universities; (8) cc.

ST. MARY'S SCHOOL, RALEIGH: (2) Susan Reavis Cooke; (3) PhB, U. Chicago; (4) 1921; (5) Eng. t. (retired); (6) August 12, 1941; (8) mc.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Alvin Sawyer Wheeler; (3) AB, Beloit Coll.; AM, PhD, Harvard U.; (4) 1900; (5) prof. emeritus organic chem.; (6) May 12, 1940; (7) world-wide reputation for research in his field; (8) tjw.

U. OF NORTH CAROLINA, CHAPEL HILL: (2) Henry Horace Williams; (3) AB, AM, U. N. C.; BD, Yale U.; (4) 1890; (5) Kenan prof. emeritus of phil.; (6) Dec. 26, 1940; (8) tjw.

SOUTH CAROLINA

CAMDEN H. S.: (2) L. W. McFadden; (3) AB, Newberry Coll.; (4) 1926; (5) prin.; (6) Feb., 1941; (8) ctb.

CHARLESTON, H. S. OF: (2) A. T. Davis; (3) BS, The Citadel; (4) 1924; (5) hist. t.; (6) Jan. 2, 1941; (8) gmh.

THE CITADEL, CHARLESTON: (2) Josiah M. Linton, Jr.; (3) AB, Lafayette; AM, PhD, Princeton U.; (4) 1937; (5) ass't prof. Eng.; (6) Jan. 26, 1941; (8) lhe.

U. OF SOUTH CAROLINA, COLUMBIA: (2) Ashmead Courtenay Carson; (3) AB, AM, U. S. C.; (4) 1902; (5) prof., hd dep't physics; (6) Jan. 17, 1941; (8) fwb.

TENNESSEE

MARYVILLE COLLEGE, MARYVILLE: (2) George Alan Knapp; (3) AB, AM, Hamilton Coll.; LittD, Maryville Coll.; (4) 1914; (5) prof., hd dep't math., physics; (6) Nov. 4, 1940; (8) rwl.

U. OF CHATTANOOGA, CHATTANOOGA: (2) Blynn Owen; (4) 1926; (5) asso. prof. voice, organ; (6) Feb. 25, 1941; (8) mas.

U. OF TENNESSEE, KNOXVILLE: (2) George M. Hall; (3) AB, PhD, Johns Hopkins; (4) 1926; (5) prof., hd dep't geol.; (6) April 28, 1941; (8) rft.

U. OF TENNESSEE, KNOXVILLE: (2) Thomas A. Magill; (3) BSEd, MS, U. Tenn.; (4) 1934; (5) instr. bacteriology; (6) May 28, 1941; (8) rft.

TEXAS

AGRIC. AND MECH. COLLEGE OF TEXAS, COLLEGE STATION: (2) Lyle K. Tanzer; (3) AB, MS, PhD, U. Iowa; (4) 1936; (5) ass't prof. chem.; (6) April 24, 1940; (8) fcb.

BAYLOR UNIVERSITY, WACO: (2) Wade Hill Pool; (3) AB, AM, Baylor U.; (4) 1892; (5) field representative; (6) May 15, 1941; (8) enj.

EAST TEXAS ST. TCHRS. COLL., COMMERCE: (2) John Francis Hart; (3) BSJ, Northwestern U.; MJ, U. Texas; (4) 1936; (5) prof. Eng., journalism; (6) Dec. 15, 1940; (8) acf.

FABENS H. S.: (2) Mrs. A. E. Ross; (3) AB, Howard Payne Coll.; (4) 1939; (5) Eng., speech t.; (6) Oct., 1940; (8) mdl.

GIDDINGS H. S.: (2) A. V. Urbanovsky; (4) 1937; (5) band dir.; (6) August, 1940; (8) rcd.

HOUSTON, MILBY SR. H. S.: (2) Harry A. Miller; (3) AM, U. Texas; (5) tchr.; (6) Jan. 26, 1941; (8) wis.

SOUTHERN METHODIST UNIVERSITY, DALLAS: (2) Mrs. Leona S. Holt; (3) AB, Poly. Coll.; AM, Sou. Meth. U.; (4) 1921; (5) prof. Span.; (6) June 22, 1941; (8) fds.

SOUTHERN METHODIST UNIVERSITY, DALLAS: (2) William Alexander Rhea; (3) AB, McKinney Coll.; LLB, LLM, U. Texas; (5) prof. law; (6) June 2, 1941; (7) one of principal founders of S. M. U. Law School; (8) rck.

TEXAS COLLEGE OF ARTS AND INDUSTRIES, KINGSVILLE: (2) Lila Baugh; (3) AB, Carlton Coll.; MEd, U. Texas; (4) 1925; (5) prof. educ.; dir. student teaching; dean of women; (6) March, 1941; (8) gwm.

TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK: (2) Mrs. Stella Knapp; (4) 1939; (5) ass't custodian of museum; (6) March 18, 1941; (7) wife of former President Knapp; (8) hlk.

TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK: (2) William Francis Fry; (3) AB, AM, Wake Forest; DD, Simmons U.; (4) 1931; (5) instr. Biblical lit.; (6) May 1, 1941; (7) initiated work in Biblical lit. in the College; (8) hlk.

TRINITY UNIVERSITY, WAXAHACHIE: (2) Thomas B. Simms; (3) AB, PhD, Cumberland U.; AM, U. Colo.; (5) prof. educ.; (6) April 12, 1941; (7) active in organizing and conducting Texas Conference; (8) pjs.

U. OF TEXAS, AUSTIN: (2) James Robinson Bailey; (3) AB, U. Texas; PhD, Munich; (4) 1892; (5) prof. chem.; (6) March 25, 1941; (7) research included discovery of twenty-odd drugs of medicinal nature; (8) ejm.

U. OF TEXAS, AUSTIN: (2) Frederick William Simonds; (3) BS, MS, Cornell U.; PhD, Syracuse U.; (4) 1890; (5) prof. geol.; (6) March 27, 1941; (7) organized dep'ts of botany, zoölogy, and geology at university; author of books, papers, and reports; (8) ejm.

U. OF TEXAS, AUSTIN: (2) Thomas Ulvan Taylor; (3) CE, U. Va.; MCE, Cornell U.; (4) 1888; (5) prof., dean emeritus, coll. of engin.; (6) May 28, 1941; (7) author, outstanding leader in growth and development of University; (8) ejm.

VIRGINIA

FAIRFAX HALL, WAYNESBORO: (2) Sally Rogers Hall; (3) PhB, AM, Mo. Valley Coll., Creighton U.; (4) 1940; (5) hist., soc. sci. t.; (6) March 31, 1941; (8) wbg.

MADISON COLLEGE, HARRISONBURG: (2) Raymond C. Dingledine; (3) BS, MS, U. Va.; (4) 1916; (5) prof. hist., soc. sci.; (6) Feb. 26, 1941; (8) spd.

MARY WASHINGTON COLLEGE, FREDERICKSBURG: (2) Lillias D. Francis; (3) AB, AM, U. Calif.; PhD, Yale U.; (4) Sept., 1939; (5) prof., hd dep't home ec. and dietetics; (6) April 28, 1941; (8) mlc.

MARY WASHINGTON COLLEGE, FREDERICKSBURG: (2) William N. Hamlet; (3) CE, V. M. I.; (4) 1911; (5) prof. math.; (6) April 9, 1941; (8) mlc.

ROANOKE, JEFFERSON SENIOR H. S.: (2) Mrs. Maud Stoner; (4) 1926; (5) commercial t.; (6) Jan. 24, 1941; (8) jdr.

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG: (2) Otto C. Burkhart; (3) BS, EM, CE, Lehigh; (4) 1908; (5) prof. mining engin.; (6) April 17, 1941; (7) organized the school of mines and served as head until illness forced retirement; (8) rhm.

Historical Section

This section continues the policy of the QUARTERLY in publishing as rapidly as possible sketches of member schools and colleges. Preference is given to schools whose membership dates back more than twenty years, because these schools—aside from the fact that their long membership identifies them for a longer period with Southern Association history—have usually been older schools with more of history to lose if an early record is not made. The QUARTERLY is glad, however, to have sketches of all member schools and to publish them as promptly as it can. In such articles *stress facts*, and take time to get them.—EDITOR.

Historial Sketch of Centre College in Kentucky

By JAMES H. HEWLETT
Dean, Centre College, Danville, Kentucky

For almost forty years before Centre College was chartered the Presbyterians of Kentucky had been interested in education, and it is therefore necessary to review briefly their earlier attempts to establish an institution of higher learning.

Transylvania Seminary was granted a charter by the Virginia Legislature in 1780 and with it several thousand acres of land. This institution was to be established in what was then the province of Kentucky. Apparently, however, nothing further was done until May 5, 1783, when the Virginia Assembly made another large grant of land, set up a self-perpetuating board of trustees, and gave the Seminary authority to confer the degree of Bachelor of Arts. The school did not actually open, though, until 1785. Its location, says Calvin Morgan Fackler in his recent book, *Early Days in Danville* (1941), "is still a controversial matter," but it was in or very near Danville, and, according to Fackler, was unquestionably first in the home of Dr. David Rice, one of the founders of Hampden-Sidney College, who had come to Kentucky in 1783 and was chairman of the Transylvania Seminary Board. In fact, the majority of those responsible for the establishment of this institution were Presbyterians, though it had been endowed by the Virginia Assembly and was looked on as a State institution. The Reverend James Mitchell became the teacher at a salary of thirty pounds a year. The tuition was "four pistoles" a year.

After a few years of struggling existence this school, in 1788, was moved to Lexington. Soon, however, a division took place, which Dr. William C.

Young in his inaugural address as president of Centre College explained as follows:

> In furtherance of the wild and universal propaganda inaugurated by the French revolutionists, its emissaries of the blood-born atheistic young republic had penetrated even to this distant wilderness land. Sympathy with their political views had prepared a large number of the prominent citizens of Lexington to accept their religious, or rather irreligious, sentiments and theories. A determined attempt was made by them to secure control of public instruction. Their efforts, despite the most earnest resistance on the part of the Presbyterians, were crowned with success, and in 1794 the teacher of Transylvania Seminary, Rev. James Moore, a Presbyterian minister, was ejected by the Board of Trustees. The Presbytery of Transylvania at once inaugurated measures to found an independent college under their own control, in which their sons might enjoy the advantages of an education without the contamination of their religious principles, and which might furnish the churches with an able and faithful ministry.
>
> At their spring meeting in 1794 it was resolved to establish at Pisgah, the seat of a strong Presbyterian Church, about nine miles from Lexington, a grammar school and a seminary.

Thus was set up what is known as the Kentucky Academy. It seems to have opened in October, 1795. Among the donors to the new school were John Adams and George Washington, each contributing a hundred dollars. But both sides to the controversy seem to have desired a reunion of the Kentucky Academy and Transylvania Seminary, and so in December, 1798, their union was consummated under conditions highly favorable to the Presbyterians. Dr. Young (*loc. cit.*) said:

> Everything which the Presbyterians could reasonably demand, including a majority of the Board of Trustees, and thus substantial control of the new college, being offered, the overtures were accepted, the right of ecclesiastical oversight was surrendered, and the two institutions, under the imposing title of Transylvania University, were in 1798 merged into one.

The Presbyterians must have had a dominant influence over the new University and conditions apparently continued to be reasonably satisfactory for about twenty years. Then, just why it is not clear, the Legislature of the State removed the old Board and appointed a new Board, which was unsatisfactory to the Presbyterians. Dr. Honore Holley, of New England, whom Dr. Young describes as a "gifted, brilliant man, but whose religious opinions were most repugnant to Presbyterians," was elected president. Especially alarmed, they withdrew their patronage from the Lexington uni-

versity, applied to the Legislature for a charter, and founded a college of their own.[1]

This new college was chartered by the Kentucky Legislature January 21, 1819, and was called Centre College, since it was located in Danville, in the central part of the State. It was not under the control of the church, though Presbyterian influence predominated, and the board, of which Governor Isaac Shelby was chairman, was self-perpetuating. Section 4 of the charter provided that "No religious doctrines peculiar to any one sect of Christians shall be inculcated by any professor in said college." An amendment to the charter, "approved December 27, 1824, recited that the Devines and Elders of the Presbyterian Church of Kentucky had offered to give to the trustees of Centre College of Kentucky $20,000, provided that an agreement reducing the number of trustees [from nineteen] to eleven and calling for their election by the Synod of the Presbyterian Church in the United States of America would be ratified by the Legislature. The agreement was in terms approved by this amendment, and the college thus passed under the control of the Presbyterian Church U. S. A. By act approved February 1, 1839, the number of trustees was increased to nineteen, the original number."[2]

A crisis faced the college because of the slavery question. According to the courts, its control was vested in the Presbyterian Church U. S. A. (the Northern Presbyterians), and so the Southern Presbyterians withdrew and by a charter approved March 3, 1873, established Central University at Richmond, Kentucky. In a brief historical sketch it is impossible to give a detailed account of Central University. During its existence of approximately forty years it did a distinguished piece of educational work and sent out a remarkable number of graduates. The two institutions remained separated until 1901 when an agreement was drawn up and accepted for their consolidation. By its terms the consolidated institution was to be known as Central University of Kentucky and composed of several schools or colleges, including a medical college, located at Louisville. The college at Danville was to give instruction in the arts and sciences and was to be known as the Centre College of Kentucky. The board of trustees was to consist of twenty-four members, half to be elected by the Synod of Kentucky of the Presbyterian Church U. S. A. and half by the Synod of Kentucky of the Presbyterian Church U. S. Thus were happily and permanently united these two sister institutions of Presbyterianism in Kentucky.

After 1907 Centre College was for a time an independent institution with a self-perpetuating board of twenty-four members. In 1918, the name of

[1] In giving this background for the founding of Centre College, I have not mentioned the Danville Academy, since Mr. Calvin Fackler in his book, cited above, has, it seems to me, raised serious doubt that there ever was such an institution in actual existence in Danville. See pages 50, 100-101 of *Early Days in Danville*.

[2] C. J. Turck, "The Legal History of Centre College," an unpublished article on file at Centre.

the corporation was changed from Central University to its original name, Centre College of Kentucky, which the college of liberal arts had always held. By that time the other schools that composed the "University" had been discontinued or given independent control. In 1921, however, again Centre passed under the control of the two branches of the Presbyterian Church in Kentucky, but the control was somewhat limited in that the board nominated its members and the synods confirmed them. Also, the article forbidding denominationalism was adopted in the following amended form: "No denominational or sectarian test shall be applied to the admission of students and no religious doctrine peculiar to any sect of Christians shall be inculcated by any professor in the said college."[3]

Until 1926 Centre College had always been a college for men. But in that year it united with Kentucky College for Women, which had been established in Danville in 1854 under the name of Henderson Institute and was widely known for many years as Caldwell College. The result of the merger, says the catalogue of 1941,

> is that Centre College now operates two divisions, a college for men and a college for women, under the plan of coördinate education which has been tested and proved in the experience of such coördinate institutions as Harvard and Radcliffe, Columbia and Barnard, Brown and Pembroke Hall, Tulane and Sophie Newcomb, and Duke University. Both divisions of Centre give the standard four year course in the arts and sciences. The subjects are substantially the same in both colleges, although a few courses are open only to men and a few are open only to women. Such courses are clearly indicated in this catalogue. Neither division is co-educational, but each profits from its relationship with the other. Co-ordinate education avoids the distractions of co-education and also the restrictions of unrelated institutions for men and women. Centre College is the only college in Kentucky that maintains separate divisions for men and women.[4]

In the consolidation agreement of Centre College and Kentucky College for Women an important change was made in the election of trustees, which is still in force. Out of each annual class of six, three trustees are confirmed by the Synod of Kentucky of the Presbyterian Church U. S. A. and two by the Synod of the Presbyterian Church U. S. and the sixth is presented by the Alumni Association of Centre College. It should be noted too that the Board of Trustees elects and that the synods merely confirm or ratify. A clause practically the same as that in the charter of 1819 was also included which prohibits the application of denominational or sectarian tests in the admission of students or the teaching of religious doctrines peculiar to any one sect of Christians.

[3] *Minutes* of the Board, October 5, 1921.

[4] *Bulletin*, p. 24.

The Presbyterians who established Centre College realized from the beginning that to be strong academically the college must be strong financially. Some of its most outstanding presidents have sought especially, therefore, to make its financial foundations sure. Dr. John C. Young, who was president from 1830 to 1857, was an example of such a spirit. "He found the College," says his son, W. C. Young, "without reputation, without endowment, without students, but he was young, hopeful, and earnest. . . . An organized and successful effort was made to endow it. Before his death, Dr. Young saw a permanent fund of more than $100,000 provided for the support of the school."[5] When Dr. W. C. Young himself became president (1888), he felt that "The immediate pressing need of the College was a large increase of its endowment, and to this work, by direction of the Board of Trustees and with the hearty endorsement of the Synod, I addressed myself."[6] In his first year he added $75,000 to the permanent endowment. At the beginning of his second year he declared that an additional $75,000 was a "pressing, immediate necessity. That during the present collegiate year it will be secured I am most hopeful."

Dr. W. A. Ganfield (president from 1915 to 1921), with the full coöperation of the Board of Trustees, set up a plan by which the General Education Board offered to give Centre College $200,000 for endowment provided the College would raise an additional sum amounting to at least $400,000. This campaign for $600,000 additional endowment was completed in 1922 during the administration of Dr. R. Ames Montgomery. Since that time other gifts have come to the college, including that of the late Guy E. Wiseman, a devoted alumnus and faithful trustee, exceeding $400,000, so that at present the endowment is more than a million and a half, and it is hoped that it will go beyond two million by 1944, when Centre celebrates its one hundred and twenty-fifth anniversary.

Centre College has supported or led in every movement in Kentucky to advance the standards for admission to college and to improve higher education both in this State and the South. The late Frank L. Rainey, a former dean of Centre, was for many years secretary of the Kentucky College Association and served on each of the four committees of that association which revised upwards the standards for admission to college. When Dr. F. W. Hinitt was made president of Centre in 1904, the same year in which the institution became the first Kentucky member of the Southern Association, he began at once to raise its standards. The College had made it a rule to admit students only on examination, excusing those, however, that came from academies or high schools that Centre had placed on its accredited list. In 1905 thirty-two schools were on this list, fifteen of them being private. In the catalogue for 1907-08 appears the first statement regarding high school units. On Dr. Hinitt's recommendation to the Board, January

[5] "Inaugural Address," *Catalogue* (1890), p. 16. [6] *Ibid.*, p. 19.

5, 1907, fourteen were required for entrance, thirteen of which were prescribed as follows: Latin, 4 units; English, 3; Mathematics and Greek, 2 each; history and science, 1 each. That the schools in Kentucky were not meeting such high standards is proved by the following statement in the Catalogue of that year (p. 40):

> In view of the fact that many High Schools and Academies, naturally tributary to the College, do not fully prepare their graduates to meet the requirements for admission to a College with so high a grade, special arrangements are made by which this preparation may be supplemented. Students are admitted to College provided they have at least eleven units credit, and by taking extra studies these deficiencies can be made up in the first two years.

The Catalogue of 1909-10 states (p. 40) that a committee of the Association of Kentucky Colleges was then examining the academies and high schools of Kentucky and would submit an accredited list to each college. In that year Centre had only 93 students, excluding specials, but this was a good number, since at that time in the whole State there were only 54 public high schools and 29 private academies, and in 1939-1940 there were 529 and 73 respectively.[7] During Dr. Hinitt's administration, Centre advanced its standards of admission to the present level, in spite of the few preparatory schools then able to meet them.

If an institution of learning is to be judged by its product, Centre College may well be proud of its record. In its life of almost a century and a quarter, it has sent out a remarkable number of graduates who have attained distinction in public service, in the ministry, in education, in business, and in many other fields. Space is not available to name even some of the most notable of them.

For forty years the Presbyterians in Kentucky were trying to establish a permanent church college in that State. Through persistent effort, sacrifice, and prayer, Centre College, at Danville, came into being, though for a time they also supported Central University at Richmond. The same spirit that has fostered the institution so many years is even now perfecting and implementing plans to make yet stronger the financial, academic, and Christian foundations of Old Centre, and hoping for the consummation of many of these plans in 1944, the one hundred and twenty-fifth year of its founding.

[7] *Educational Bulletin*, Commonwealth of Kentucky, Vol. VIII, p. 140.

Builders of the Southern Association

*A List of Those Who Have Served in Some Member College or Secondary School as Many as Twenty-five Years**

Explanations and Abbreviations

This list is continued from the issues of February and November, 1938, February, 1939; February and November, 1940; and August, 1941. (See pages 47-83 and 475-79, Volume II; pages 108-56, Volume III; pages 82-99 and pages 598-614, Volume IV; and pages 392-406, Volume V.) It includes faculty and staff members (of faculty rank) who have served as many as twenty-five years. The Quarterly is glad to receive at any time information concerning such staff members.

This list is arranged by states in alphabetical order—Alabama, Florida, Georgia, etc.—and by institutions, colleges and secondary schools in one consolidated list, in alphabetical order—for example, Alabama College, Alabama University, Andalusia High School, Anniston High School, Bessemer High School, Birmingham, Birmingham-Southern College, etc.—with as few capitals and as many abbreviations as possible. Normally the abbreviation "h.s." will be used to include superintendents and other supervisory officials, because their connection with the Association is through the secondary school of their system. Where, however, as in Birmingham, there are two or more secondary schools under such supervisory official, the name of the city will be used instead of the name of the high school. Furthermore, where the high school bears some local name different from that of the city, the name of the city will be used, followed by the name of the high school; for example, "Mobile, Murphy H.S." Colleges and private schools will be found listed alphabetically by names, and followed by their address, thus: "Tulane University, New Orleans."

Ordinary abbreviations for degrees and the institutions conferring them will be used. As between "A.M." and "M.A.," or "B.S." and "S.B.," this department will use what is reported by the individual furnishing the information, unless the editor happens to know personally that the institution reported prefers the other forms. *In cases of doubt this rule will be followed: for mediaeval or other early coinages of degree names, A.B., A.M., Ph.D., M.D., LL.D., etc.; for modern coinages B.S., M.S., M.Ed., etc.*

The symbol (2) indicates the name of employee; (3) indicates academic degrees held, with name of institutions conferring them in each case; (4) indicates institutions at which employee has pursued further studies during period of his employment; (5) indicates different positions he has held in the institution or system and length of time in each (Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served twenty-five years, even though part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position;

* The service of many, if not most, of these teachers and officials extends beyond the length of time their institutions have been members of the Association. Many of these persons, therefore, contributed materially in building up the standards of their schools to the point that they could win Association membership. Some names have been submitted of persons who began service with a school more than twenty-five years ago but worked elsewhere for a time and then returned to the school. The rule followed in such cases is this: if the service has been twenty-five years, exclusive of the time spent elsewhere, the name is ncluded; otherwise the name is omitted.—Editor.

but this list does not include teachers who have spent all their time in the elementary school, and it does not include secretaries and other non-faculty employees; (6) indicates date at which service of employee began; (7) indicates present position and when entered; (8) indicates any special comment; (9) indicates initials of person furnishing information.

Request for information as to all instructors and other employees of equivalent rank who had served twenty-five years or more went forward in July to all secondary schools and colleges of the Association. It is the present purpose of the QUARTERLY to publish such names as a regular feature of the autumn and winter numbers each year. Whenever you have names to add to the list, refer to page 394 of the QUARTERLY for November, 1938, and follow the form there given. Mark the information *Form A*, give the name of your institution, followed by the symbol (1) and the name of the employee you wish to honor in this way; then number the items of information as explained above (2), (3), . . . (9); *but be sure to sign in full the name of person furnishing the information.*

KENTUCKY

BEREA COLLEGE, BEREA: (2) WILLIAM JESSE BAIRD; (3) BS, Berea Coll.; MS, Cornell U.; (4) Columbia U.; U. Wis.; U. Ky.; (5) act. prof. mt. agric., dir. of farm and vocational sch., 1915-18; asso. prof., dir., 1918-19; prof., dir. dep't agric., 1919-24; asso. dean, Foundation-Junior h.s., prof., dir. dep't agric., 1924-26; dean, prof., ass't dir., 1926-32; dean, Foundation-Junior h. s., 1932-39; dean, dir. tchr-training, prof. educ., 1939—; (6) 1915; (7) dean, dir. tchr-training, prof. educ., 1939; (8) outstanding work in Dep't of Agric. and as dean of the Foundation School; (9) ag.

BEREA COLLEGE, BEREA: (2) BESS CLEO DEBORD; (3) BS, Berea Coll.; AM, Columbia U.; (4) Ypsilanti St. Norm., Geo. Peabody Coll., U. Ky., Columbia U.; (5) instr. Norm. Sch., 3 yrs.; critic t., Knapp Hall, 14 yrs.; prin., Knapp Hall, 6 yrs.; (6) 1916; (7) prin., critic t., Knapp Hall; (9) ag.

BEREA COLLEGE, BEREA: (2) CHARLES NOBLE SHUTT; (3) AB, Wooster; AM, U. Ky.; (4) Garrett Biblical Inst., Northwestern U., U. Ky.; (5) instr., Academy, 1915-18; ass't prof. Eng., 1919-23; act. dean of Academy, 1923-24; dean, instr. Eng., 1924-37; dean of lower division, 1937—; (6) 1915; (7) dean of lower division, 1937—; (8) helped build up Berea Academy; (9) ag.

LOUISIANA

INDEPENDENCE H. S.: (2) THOMAS B. PUGH, JR.; (3) AB, AM, La. St. U.; (4) La. St. U.; (5) ass't prin., 2 yrs.; prin.-supervisor, 27 yrs.; (6) 1912; (7) prin.-supervisor, 1914; (8) added departments of commerce, home economics, music, agriculture; (9) tbp.

MISSISSIPPI

MERIDIAN SENIOR H. S.: (2) IDA KATE SMITH; (3) AB, Miss. St. Coll. for Women; (4) U. Chicago, U. Tenn., Tulane U., U. Va.; (5) gra. t.,

math t., hd math. dep't; (6) 1894; (7) hd math. dep't, 1916; (8) directed Prentiss Literary Society in debating; has been retired on part pay by Board of Trustees because of long, faithful, and efficient service.

NORTH CAROLINA

WAKE FOREST COLLEGE, WAKE FOREST: (2) C. Chilton Pearson; (3) AM, Richmond Coll.; PhD, Yale U.; (4) U. Penna.; (5) asso. prof. soc. sci., 1 yr.; prof., 24 yrs.; (6) 1916; (7) prof. soc. sci., 1917; (9) dbb.

WAKE FOREST COLLEGE, WAKE FOREST: (2) Robert Bruce White; (3) AM, Wake Forest Coll.; (5) prof. law, 25 yrs.; (6) 1916; (7) prof. law, 1916; (9) dbb.

SOUTH CAROLINA

U. OF SOUTH CAROLINA, COLUMBIA: (2) Robert McMillan Kennedy; (3) AB, AM, U. S. C.; (4) Columbia U.; (5) Eng., Fr. instr., 2 yrs.; librarian, prof., 28 yrs.; (6) 1885; (7) retired, 1940; (9) fwb.

TENNESSEE

MARYVILLE COLLEGE, MARYVILLE: (2) Edmund Wayne Davis; (3) AB, Mo. Valley Coll.; AM, Harvard U.; (4) U. Mich.; (5) prof. Gr., 3 yrs.; prep. dep't t., 1 yr.; prof. Latin, Gr., 1920—; (6) 1915; (7) prof. Latin, Gr., 1920; (8) sec. faculty, 1930—; (9) rwl.

MARYVILLE COLLEGE, MARYVILLE: (2) Mrs. Celia Rough Wrinkle; (5) sec. to treas., 1914-28; ass't to treas., 1928—; (6) 1914; (7) ass't to treas., 1928; (9) rwl.

TENNESSEE POLYTECHNIC INSTITUTE, COOKEVILLE: (2) Austin W. Smith; (3) BA, AM, U. of South; (4) George Peabody Coll.; (5) hd hist. dep't, 1916-21; dean, 1921—; (6) 1916; (7) dean, 1921; (9) aws.

U. OF TENNESSEE, KNOXVILLE: (2) Charles Bell Burke; (3) BL, Vanderbilt U.; AB, Harvard U.; PhD, Cornell U.; (5) asso. prof., 1909-11; prof., 1911—; hd Eng. dep't, 1923—; (6) 1909; (7) prof., 1911; hd Eng. dep't, 1923; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) Nathan Washington Dougherty; (3) BSCE, U. Tenn.; CE, MCE, Cornell U.; (5) asso. prof., 1916-19; prof., 1919—; ass't dean, 1938-40; dean, coll. engin., 1940—; (6) 1916; (7) dean, coll. engin., 1940; (8) faculty director of athletics since 1918; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) Henry Rankin Duncan; (3) AB, Maryville Coll.; BSAH, Iowa St. Coll.; MSA, U. Tenn.; (4) U. Tenn.; (5) ass't prof., 1914; asso. prof., 1931—; (6) 1914; (7) asso. prof. animal husbandry, 1931; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) Frank F. Frantz; (3) AB, Central Coll.; AM, PhD, Vanderbilt U.; (5) prof., hd dep't romance lang., 1916—; (6) 1916; (7) prof., hd dep't romance lang., 1916; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) Theodore Wesley Glocker; (3) AB, PhD, Johns Hopkins U.; (5) prof.; dir. sch. bus. admin., 1937—; (6) 1913; (7) dir. sch. bus. admin., 1937; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) Karl Ed. Steinmetz; (3) AB, Wisconsin; (5) instr. law, 1912—; (6) 1912; (7) instr. law, 1912; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) John Andy Thackston; (3) AB, Furman U.; PhM, PhD, New York U.; (5) prof., 1916—; dean, coll. educ., 1925—; (6) 1916; (7) dean, coll. educ., 1925; (9) rft.

U. OF TENNESSEE, KNOXVILLE: (2) Charles Elmer Wylie; (3) BSA, Ohio St. U.; AM, U. Mo.; (5) ass't in dairying, 1916-17; asso. prof., 1917-23; prof., 1923—; hd dairying dep't, 1920—; (6) 1916; (7) hd dairying dep't, 1920; (9) rft.

TEXAS

TEXAS STATE COLL. FOR WOMEN, DENTON: (2) Miss Willie I. Birge; (3) BS, AM, U. Texas; (4) Physicians and Surgeons Coll.; (5) prof., dir. dep't biol., 27 yrs.; (6) 1914; (7) prof., dir. dep't biol., 1914; (9) dh.

TEXAS STATE COLL. FOR WOMEN, DENTON: (2) William S. Donoho; (3) AB, Baylor U., Yale U.; AM, U. Chicago; (4) U. Chicago; (5) asso. prof. Eng., 26 yrs.; (6) 1915; (7) asso. prof. Eng., 1915; (9) dh.

TEXAS STATE COLL. FOR WOMEN, DENTON: (2) Mattie Lee Lacy; (3) grad. Pratt Inst.; BS, Texas St. Coll. for Women; AM, fine arts dip., Columbia U.; (4) Columbia U.; Alfred U.; (5) asso. prof. fine arts, 31 yrs.; (6) 1910; (7) asso. prof. fine arts, 1910; (9) dh.

TEXAS STATE COLL. FOR WOMEN, DENTON: (2) Lila S. McMahon; (3) AB, AM, U. Ala.; AM, U. Chicago; (4) U. Chicago, Harvard U. S. S.; (5) asso. prof. Eng., 27 yrs.; (6) 1914; (7) asso. prof. Eng., 1914; (9) dh.

TEXAS STATE COLL. FOR WOMEN, DENTON: (2) E. V. White; (3) BS, U. Texas; AM, Baylor U.; LLD, Hardin-Simmons U.; (4) Baylor U.; U. Chicago; (5) dean of coll., 26 yrs.; prof., dir. math. dep't, 26 yrs.; (6) 1915; (7) dean of coll.; prof., dir. math. dep't, 1915; (9) dh.

VIRGINIA

U. OF VIRGINIA, CHARLOTTESVILLE: (2) Albert G. A. Balz; (3) AB, AM, U. Va.; PhD, Columbia U.; (5) intr. phil., 1911-12; adj. prof., 1913-16; asso. prof., 1916-20; prof., 1920—; Corcoran prof. phil., 1938—; (6) 1913; (7) prof., 1920; Corcoran prof., 1938; (9) agab.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) R. Bennett Bean; (3) BS, Va. Poly. Inst.; MD, Johns Hopkins U.; (4) Ecole de Medecin, Paris; (5) prof. anatomy, 1916; (6) 1916; (7) prof. anatomy, 1916; (8) author numerous papers pertaining to anatomy; (9) rbb.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) William A. Kepner; (3) AB, AM, ScD, Franklin and Marshall College; PhD, U. of Va.; (5) inst. biol., 1 yr.; ass't prof., 3 yrs.; asso. prof., 4 yrs.; prof., 29 yrs.; (6) 1904; (7) prof. biol., 1912; (8) author, lecturer; (9) wak.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) Ivey F. Lewis; (3) AB, MS, U. N. C.; PhD, Johns Hopkins U.; (4) Woods Hole Marine Biol. Lab.; Hopkins Marine Sta.; Carnegie Lab.; (5) Miller prof. biol., 1915—; act. dean of men, 1932-34; dean of univ., 1934—; (6) 1915; (7) Miller prof. biol., dean of univ.; (9) ifl.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) Samuel Alfred Mitchell; (3) MA, LLD, Queen's U.; PhD, Johns Hopkins U.; LLD, U. Western Ontario; (5) prof. astronomy, dir. McCormick Observatory, 1913—; (6) 1913; (7) prof. astronomy, dir. McCormick Observatory, 1913; (8) astronomer of eclipse expeditions; author; (9) sam.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) Walter Sheldon Rodman; (3) BSEE, MSEE, Rhode Island St. Coll.; SMEE, Mass. Inst. Tech.; (5) adj. prof. elec. engin., 1910-13; asso. prof., 1913-17; prof., 1917—; act. dean of engin., 1931-33; dean, 1933—; (6) 1910; (7) prof., 1917; dean of engin., 1933; (8) contributor to engineering periodicals; (9) wsr.

U. OF VIRGINIA, CHARLOTTESVILLE: (2) James Alexander Waddell; (3) AB, MD, U. Va.; (4) Harvard Summer Med. Sch.; Western Reserve U.; (5) instr. anatomy, 2 yrs.; adj. prof. pharmacology, 30 yrs.; act. prof. physiology, 1 yr.; (6) 1909; (7) prof. pharmacology, 1911; (8) research publications; secretary to Medical Faculty, 25 yrs.; (9) jaw.

WARRENTON H. S.: (2) Lillie Hotchkiss; (4) U. Va.; (5) t., ass't prin., 30 yrs.; librarian, 5 yrs.; (6) 1904; (7) librarian, ass't prin., 1936; (9) pbs.

"Interpreting the Spirit of Democracy": An Open Forum for all Interested Members

(*Continued from the August* QUARTERLY.)

As announced in the May number, President Sam H. Whitley outlined a forum on "Interpreting of the Spirit of Democracy" as follows:

1. By the Family;
2. By Labor;
3. By Industry;
4. By the Press;
5. By the Schools;
6. By Religion;
7. By Politics.

Contributions of about a thousand words were requested in the May QUARTERLY from any interested person in the Southern Association. By way of suggestion the following questions were posed:

> In which one of the areas enumerated do you find the spirit of democracy best interpreted today? What opportunity for better expressing democracy exists in this area that you do not think has been exploited as fully as it might? Suggest how you think this opportunity may be used.
>
> In which of the suggested areas do you think democracy has been most poorly interpreted? How would you suggest that this poor interpretation be remedied? Can you suggest circumstances in which your ideas have been carried out?

The following articles appeared in the August QUARTERLY:

"The Family and Democracy," by J. A. Griffin, High School of Charleston.

"Interpreting the Spirit of Democracy, by the Schools," by G. D. Humphrey, Mississippi State College.

"Interpreting the Spirit of Democracy, by Religion and by the Schools," by Walter Hinds, Galena Park Schools.

"Interpreting the Spirit of American Democracy: the School," by Herbert Drennon, Mississippi State College.

"Interpreting the Spirit of Democracy, by the Schools," by George M. Crutsinger, Hardin Junior College.

"Is Democracy Possible," by P. L. Hamlett, Middlesboro High School.

The following articles have been contributed since the August issue went to press.

Democracy in the Schools

By R. H. Watkins
Superintendent of Schools, Laurel, Mississippi

Our civilization is a Jewish-Christian civilization, enriched of course by the knowledge and the culture of Greece and Rome and Egypt and Babylon and Phoenicia; but nevertheless it is a Jewish-Christian civilization. All our moral codes are taken from the Bible, and civil and criminal law, both of this country and of the British Empire, rest squarely upon the Ten Commandments given by God unto Moses on Mount Sinai.

The idea of equality is founded upon the idea of the brotherhood of man, which, of course, rests upon our belief in the fatherhood of God. If God is our father, then freedom is our birthright. The whole democratic ideology is rooted in the philosophy of Jesus Christ, and these roots must go deep if our democratic tree of liberty is not to wither and die. The sermon on the Mount, filling but three chapters—less than three pages of ordinary print—contains more social philosophy than all other books put together.

The public school is the most democratic of all institutions, and the right of religious liberty and freedom of worship must be recognized. But the moral principles that make living together in a democracy possible must be taught and traced back to their original sources. This is not indoctrination; it is sound teaching; it is teaching the history of man's upward progress and the working out of God's providence through the operation of his perfect laws.

A person who knows nothing of the Bible is not educated. The Bible is not only the source-book of moral codes and civil and criminal law, but it is also the source of inspiration of much that is most beautiful in art and music and literature. For example, Milton's epic, "Paradise Lost"; Handel's oratorio, "The Messiah"; da Vinci's masterpiece, "The Last Supper"—all require a knowledge of the Bible for any proper appreciation of their significance and meaning.

Joseph Stalin says that a man cannot be both communist and Christian; Adolph Hitler says that Christianity must be crushed because it makes men soft; Oswald Spengler, the German historian, in his book "The Downfall of Western Democracies" says, "The western democracies must disappear because they put their trust in illusions, particularly in the illusion of truth and justice"; Jesus Christ says, "Ye shall know the truth and the truth shall make you free." The Bible teaches that I am my brother's keeper. World conditions today convince all except the isolationists that this truth is a general truth with all its international implications.

Morality is deeply rooted in religion. There are men of outstanding moral character who have no interest in religion, but the moral principles that guide them are of religious origin. A belief in God and in the philosophy of Jesus Christ is the soundest foundation upon which to build a spiritual and moral strength that our people must possess if our democracy is to survive.

Sad to relate, religious training in the home is almost a thing of the past. Modern educators are so "hipped" on the idea of religious freedom that religion has been excluded from education; authors of text books omit all Bible references; Christmas is a holiday without religious significances; there are school readers to be found that give Christmas stories that make no mention of Christ.

We have in this country religious freedom; what we need is religion. Catholics, Protestants, and Jews worship the same God. If they don't "get on together," it is not because of religion; but because of the lack of religion. Intolerance is born not of religion, but of the lack of religion. When Catholics, Protestants, and Jews—all races, all nationalities, all creeds—are welded together by a common purpose to do God's will, we will have peace, lasting peace.

Of course moral lessons learned, just as all other lessons learned, must function in the life of the child. The principle of "learning to do by doing" is sound, but must be applied with common sense, particularly in student self-government. Children must be prepared for the responsibilities they assume. The moral background must be carefully and thoroughly laid.

Upon my visit to a little primary school the other day, I was invited to attend a meeting of the Good Citizens Club. The rules of the club were posted on the board in every room. Only those who had subscribed to these rules and had, in the opinion of a committee, lived up to these rules for a period of two weeks were eligible to membership. Billy, a third grade youngster, presided with great dignity. The chairman of the committee on bicycles reported that there had been only one case of tampering with bicycles since the last meeting, Johnny Smith's tire having been punctured. But Johnny rose to explain that he had been mistaken, his tire had not been punctured—the flat had been due to a leaky valve.

While I was in this same school, the first grade playground committee came in with a culprit, little six-year old Shi. Shi admitted that he had called a little boy an ugly name, but with the loveliest, most angelic expression, looked up at his teacher and said, "Miss Mary, is that cussin'? Why, that's what my mamma calls my papa."

Upon a visit to another elementary school, I happened to glance into one of the rooms and found the teacher absent and a little ten-year-old youngster sitting up at the teacher's deak. The eyes of every little child were glued to the printed page. The teacher had a toothache and had

gone downtown to have her tooth pulled. Alex had been elected teacher. The situation was somewhat unusual, so I hung around to see what would happen. Finally, the teacher returned. "Alex," she said, "have the children been good children?" "Yes, Miss Bessie, everybody has been good. Mary jumped up and skipped around the room, but don't nobody pay no attention to Mary." Then Mary, vehemently, "I didn't, Miss Bessie, I didn't. Alex lies. Everybody knows Alex lies." Then that precious little boy looked up into his teacher's face sorrowfully and said, "Miss Bessie, Mary is right. I do lie, but I don't lie to you." Miss Bessie put her arms around him and said, "Certainly you don't lie to me, Alex, and not to anybody,—ever again."

Some years ago at the beginning of the depression, before the government had started its relief program, the girls in the home science department of the junior high school organized and carried through successfully a lunch project of their own. A committee visited the grocers, bakeries, and creameries in the city, found that they could get good soup bones, undesirable cuts of meat, and very ripe vegetables that would not keep over, day old bread, and skimmed milk for almost nothing. Supplementing somewhat with money they earned themselves, they prepared a lunch charging ten cents, but nothing for those who could not pay. The lunches they served were really excellent. From the profits on lunches sold, free lunches were paid for. Admission to the lunch room was by tickets given out by the principal in such a way that no one else knew who had paid and who had free tickets. But the children who got free tickets were told that they could pay for their lunches—the girls by working in the lunch room, and the boys by doing some work about the building. The program was carried through an entire session with admirable success.

Other illustrations might be given of projects of real significance, initiated by the children in upper grades, of self-government that functions admirably in limited fields. Thus children learn to do by doing. Responsibilities are assumed, character is developed, and school loses its artificiality, ceases to be mere preparation for life and becomes life itself.

Interpreting the Spirit of Democracy: By the Schools

By T. O. Hall
Superintendent of Schools, Greenville, Kentucky

A Jewish girl in her junior year in high school acting as leader of a group of seventy Senior Girl Reserves, but still retaining her identity as a worker in her own church organization; a troop of sixty-one Boy Scouts selling forget-me-nots on Armistice Day; an appreciative audience of six hundred junior and senior high-school students listening to a musical program given by Negro pupils from their school in the same administrative unit; straw

votes taken in the last presidential election with many pupils indicating their choices in complete disagreement with those of their parents—these activities, and many more, in a school which I know tell a story of the interpretation of the spirit of democracy by many of our schools.

Since the very existence of our democratic way is in imminent peril, we are forced to face the fact that we must either accept, for the time being at least, our entire democratic life as we now live it with whatever faults and shortcomings it may have, or through revolution or as the result of possible conquest completely change our mode of living along untried and uncertain lines fraught with danger to the point of extermination of civilization itself. In these uncertain times it would appear that our public schools must seek to imbue our boys and girls with such an affection for our democratic way of life that no emotional appeal of class or personal interests can affect them in the least.

To be sure, our schools must recognize the necessity of changes in the methods of the functioning of our democracy to meet changing conditions; but the right of the individual to participate in bringing about these changes must be doggedly preserved. Our schools must make our young people aware of the perils that would inevitably come if they should surrender their individualities and opportunities resulting from individual effort for the false sense of security that might hold temporarily with the merging of personal responsibility into state authoritarianism.

It would appear evident, as indicated by comparisons of the effectiveness of the methods of teaching in our democratic countries with those methods used by powers seeking to destroy our way of life, that to defend democracy itself, our schools will have to instill in the minds of young people certain unquestioned loyalties by formal disciplinary drill or other equally effective methods, while at the same time individual initiative and thinking must be preserved. Our schools must prove to our boys and girls, among other things, that self-denial may be honorable; that hard work can compel respect; that knowledge is one of the keys to desirable success; and that coöperation in a common cause is essential to the preservation of life and liberty.

The world is moving forward today on a new and strange venture. It must be the responsibility of our schools to recognize those customs and characteristics of the past which have proved themselves worthy of recognition. At the same time mores which no longer serve useful purposes but often retard desirable progress should be discarded as speedily as possible without creating undue confusion. The true spirit of democracy demands that our schools make available to the student of today those knowledges of the past experiences of the human race which may have a direct or indirect bearing on present-day life or future living, to the end that he may choose wisely and live a full well-rounded life.

What is Democracy?

By Gladstone H. Yeuell
Head, Department of Secondary Education, University of Alabama

At the recent conference on Higher Education of the Southern Association at Sewanee, a committee undertook to make a restatement of the objectives of education. This committee, without doubt, had in mind several of the present emergencies. It was certainly enthusiastic in its efforts and inspired with a love for democracy and the many good things of the American heritage. It was an unusually able committee. There are no better brains in the South, or for that matter in the nation, than composed the make-up of that committee, and in the final analysis I find myself heartily and enthusiastically in accord with the report.

The report, however, was not accepted in its final form without debate; and while members of the Conference were, in my judgment, thoroughly in accord with the general ideas. they had a very hard time in wording them, and in that respect some were not in full accord when the final report was adopted. Now I ask myself, why was that the situation, and I believe that in the final analysis it could all be attributed to different conceptions that participants had in mind as to what constitutes democracy.

It seems to me that some members thought of democracy as a process, some thought of it in terms of the institutions which the democratic processes of the past have set up, and some perhaps thought of it in variously combined ideas of process and institution.

Now, I am not quite sure in my own mind what democracy is, but I want to find answers for the following questions and I believe many other Americans are in a similar position:

1. Are we in danger of stressing the institutions too much? If I want to change some of our cherished institutions, which after all have changed since the beginning of time, but want to do so by democratic processes, am I a traitor to democracy? For example, have other forms of government (institutions) ways, conceivably, which are as democratic as ours?
2. Are we in danger of stressing the process too much? For example, we might set up institutions by democratic processes which would not be democratic institutions and which would eventually destroy the democratic process itself?

Frankly, I am puzzled. Possibly President Whitley's program might help some of us to think more clearly on this issue. The answer may be something like this: "We must preserve the democratic process, but must not allow that process to set up institutions which will destroy the process."

Interpret the Spirit of Democracy

By Edward Conradi
President, Florida State College for Women

I think it a very important responsibility of the school to help the boys and girls to "Interpret the Spirit of Democracy." This is especially important now when barbarism and savagery stalk over a large part of the earth in the name of state socialism. If this is state socialism, then it is not new; the world had it under Ivan the Terrible of Russia and under Nero of Rome.

Our schools are giving our children an insight into our democratic form of government in many respects; but it should have a little more emphasis, not as propaganda but as historical information, at the present time when we hear attacks made upon it from certain parts of the world. Though our government has shortcomings which we try to remedy in a democratic way, our young people should learn to understand that these attacks are based upon crude ignorance or they are cheap propaganda without facts. They must learn to see that, for instance, Nazism's fundamental principle is to reach its aims through murder and plunder; whereas democracy seeks its aims fundamentally through coöperation and good will.

There is one thing that gets no attention in our public school history books. They do not give information as to the development of education in the history of the world and in the history of our country. The students do learn about the freedom of every citizen, rich or poor, and the opportunity to be elected to the most important offices; but they do not learn the history concerning the equality of educational opportunity for every child. In Europe the various countries in the last century had elementary schools for all children, but the academies and the universities were open only to the upper classes, whereas in the United States of America these educational institutions were and are open to every boy and girl, rich or poor, with many provisions to assist the good and needy student financially to attend these institutions.

This educational aspect of our country should be known to our students and to the citizens of this country so that they can see with an ever clearer vision that the United States of America, whatever shortcomings it may still have, is the greatest lighthouse of freedon and of equality of opportunity that has ever been on the face of the earth. When they see this, they are "Interpreting the Spirit of Democracy" in the right way.

Interpreting the Spirit of Democracy in the School

By Floyd Jordan
Professor of Education, University of Georgia

It has been recognized for many years that practice of certain activities gives proficiency in doing them. Thus pupils are given exercises in spelling, writing, reading, and arithmetic until they are able to perform these skills to a relatively high degree of proficiency. But little has been done to give pupils an opportunity to participate in the activities of democratic living. It seems logical to assume that, if a principle of learning operates in the development of the skills and in the accumulation of information, the same principle should operate in the development of a pattern of behavior.

In making the school an exemplification of a democracy, certain factors should be given consideration; namely, (1) a high regard for personality, (2) democratic freedom, (3) participation in the program, (4) responsibility for certain aspects of the program, and (5) the development of a respect for democratic procedures. These factors form the frame of reference for the remainder of this paper.

The school which exemplifies democracy should have a high regard for personality. In any school situation there are many personalities. The administrator must respect the personalities of the members of the Board of Education and they must respect the total population whom they represent. In working with her pupils the teacher often must adapt her procedures to meet the demands of the administrators. Each pupil, teacher, and administrator represents a body of characteristics which operate to create in each a personality that is entirely individualistic. When there is no opportunity given for each to understand the other, there is likely to be conflict; and when conflict arises, one of two procedures is generally used. If there is little or no regard for the personality of the pupil, the teacher tells the pupil which course of action he must take, thereby widening the gap in the thinking between them. On the other hand, when conflict arises, it can often be settled through the democratic way of settling differences of opinion. This implies that the teacher and pupil discuss the situation freely and that each respects the view of the other. When this is done, mutual understanding will aid in reconciling opposite points of view when other conflicts arise and will illustrate democratic procedure in coöperative understanding.

The school which exemplifies democracy should respect democratic freedom. Democratic freedom refers to the amount and kind of freedom that an individual or a group of individuals may possess without interference with other groups and individuals. For example, the degree of quietness and orderliness of a group of pupils working together depends upon the nature of the activities of other groups and individuals working in the same room. If pupils who

have been working in a school in which there has been little or no freedom are given too much freedom, they will be unable to adjust themselves to it. Freedom should be given gradually. As pupils learn to accept and use that which has been given, additional freedom may be given. As the pupils grow in their use of freedom, they will develop techniques of democratic procedures which will prove valuable to them in working together both in and out of school situations.

The school which exemplifies democracy should permit pupil participation. In order for a democracy to function properly, all those affected by it should participate in its activities. Consequently, if the school is to be operated democratically all who are concerned should have a share in the program. The amount of participation that pupils should have in the educational program has always been a difficult problem. If decisions are made to allow pupils to participate in the program, the nature of the participation will need to be determined. It is perhaps wise to restrict initial participation to the classroom, particularly in situations where participation has been lacking, because more guidance will be needed at this stage. However, as the pupils gain experience, the amount and degree of participation may be extended to those activities which are school wide such as student council, clubs, athletics, and home room.

The school which exemplifies democracy should give pupils responsibility. Participation should always be accompanied by responsibility. But in giving pupils responsibility there should be a period in which pupils and teacher should study the obligations of responsibility and the teacher should serve as a guide and director to the pupils until they are able to assume it alone. Giving pupils more responsibility than they have learned how to assume is as much in error as giving them none. If responsibility has been given to a child or a group and has to be withdrawn, it leaves them with a feeling of failure in their ability to handle delegated authority. Regardless of the amount and kind of responsibility pupils are given, they should accept the obligation involved in carrying it to completion.

The school which exemplifies democracy should respect democratic procedure. Respect for democratic procedures has to be developed both in teachers and in pupils. Generally, teachers have attended schools which have not been organized to operate upon democratic principles; consequently, they have had little opportunity to experience democratic procedures. In order to develop the proper respect for democratic procedure both the teacher and the pupils must learn to listen to the points of view of each member of the group, to respect each other's opinion, and to discuss them freely and to the extent that group action may become effective. Democratic procedures therefore are slow. If the problem under consideration has educational value, the discussion should center around facts, hypotheses, laws, and principles which should add to the knowledge of the entire group.

The learning that takes place through democratic action may be classified into three categories. First, it adds to the sum total of the skills that have already been developed. Second, it gives the pupils opportunity for working together in groups, thus practicing democratic procedures. Third, it gives all the pupils an opportunity to use their creative ability in putting into action the democratic procedures developed by the group. Participation in democratic procedures develops respect for and a sensitivity to them.

Interpreting the Spirit of Democracy through the Schools

By Richard E. Jaggers
Director of Teacher Training and Certification, Kentucky State Department of Education

The Spirit of Democracy is being interpreted in an excellent way in many of our schools. Young teachers are coming out of the better teacher-training institutions who know how to implement the spirit of democracy in their relations with children. They are gradually replacing those older teachers who have an academic knowledge of democracy, but who do not know how to practice it with children.

The older teacher went from a home in which the spirit of democracy was not practiced into a teacher-training institution which had not learned how to use the democratic spirit in faculty-student relations, and then entered teaching in a community in which she was expected to *teach* children instead of *learning with them.*

On the other hand, the new teacher comes from a home which she has participated in maintaining. She has shared in the experiences of the parents in meeting the social, economic, and religious problems connected with living. She has been a respected member of the family group and participated in solving the real problems faced by them. She had her preparation for teaching in a college which provided for her those experiences which developed an understanding of children and problems connected with their growth and development.

Young teachers who have come from homes which have looked upon children as beings of "surpassing worth" and who have gone through colleges which have continued to respect their powers are making notable contributions to the democratic processes in the elementary and secondary schools. They are not only helping children to learn the fundamentals found in books, but the work is tied up with life experiences. Children in the first grade as well as other grades learn that education helps them to live better lives. They learn the meaning of safe and sanitary shelter, adequate food, decent clothing, effective medical care, wholesome recreation, earning a living, freedom of worship, educational opportunity, creative expression, and

the pursuit of happiness. They learn about these things through real experiences under the direction of an understanding teacher.

These young teachers find the interest and aptitude of each pupil and use them as points of departure in helping them toward maximum growth. They treat children as equals and never "talk down" to them. They are not ultra radical, but are sincerely working to develop in young people the ability to lead orderly lives, through intelligent self-direction. Children who develop under such teachers always respect those older than they if the oldster actually deserves it. By the same token they have a sort of contempt for a person who demands respect simply because he is older, is richer, or has been in school longer. The product of the schools under the leadership of the good teacher today offers the greatest hope we have that we shall understand, ultimately, the true meaning of the spirit of democracy. This is true simply because the pupils were given the chance to learn democracy by practicing it.

Discussion of the Proposed Changes in Standards of the Association

(*Continued from the August* QUARTERLY)

1. *The Proposed Library Standard*

Very little new discussion of this standard came to the QUARTERLY after the August issue went to press. W. E. Evans, Principal of the Senior High School, Knoxville, Tennessee, offers this brief comment: "I favor the present ten per cent. We supplement our library space by carrying sets of books to the classrooms."

Principal Annie S. Anderson of the Kentucky Home School for Girls comments: "I have a decided opinion against this purely material standard."

In summary, a discussion of this proposed standard in the August and November issues indicates some opposition but no particular interest in the general membership of the Association. It will be recalled that the QUARTERLY sent invitations to all the delegates from member institutions who attended the Memphis meeting of the Association, inviting discussion. Of the nine replies, only one very brief comment was unqualifiably favorable. It may be that the opponents of the change will offer more discussion at Louisville than they did at Memphis.

2. *The Proposed Standard on Summer Schools*

The following additional comments have been received since the August QUARTERLY went to press in regard to "Proposed Standard Twenty-One—Summer Schools."

T. H. NAPIER, *Alabama College, Montevallo, Alabama*

I do want to say that I approve Standard Twenty-One, the new standard proposed by the Commission on Institutions of Higher Education, which deals with summer schools. It is my personal opinion that if we are to continue conducting summer schools in the Southern Association area, the same principles that apply during the regular session should be enforced in all the institutions. I am convinced that the majority of schools have been working toward that end for a rather long time and no doubt most of them in this area have achieved it.

E. N. Jones, *Baylor University, Waco, Texas*

I am in full accord with this indication that serious thought has been given to the problem of changing the status of summer schools from that of an adopted child to a full-blooded, academic relative of the institutions having such sessions. Certainly the standards involved in offering accredited work should be the same, irrespective of the season of the year.

Annie S. Anderson, *Kentucky Home School for Girls, Louisville, Kentucky*

My opinion is for this standard concerning the essential quality of college work set up by the institutions of higher education. The problem of the summer school in the public grade schools, in the high schools, and in the universities needs the attention of learned and widely experienced scholars. Its credits and prestige should be of the same quality as those of the regular sessions.

It will be observed that the comments on this proposed standard, both in the August number and in this number, are overwhelmingly favorable to the purpose of the standard. In fact, it is difficult to argue against the statement of Principal Anderson in the preceding paragraph that the standard intends to preserve the essential quality of college work set up by institutions during their academic year and continued through their summer sessions. This standard is stated comprehensively to achieve this purpose. There are certain specific approaches however that might profitably be clarified for achieving the general purpose. Some of these are discussed in the Editorial Notes, pages 527 to 529, this issue.

1895-1941

FORTY-SIXTH ANNUAL MEETING

of the

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

to be held in

THE BROWN HOTEL
LOUISVILLE, KENTUCKY

Monday to Friday
December 1-5, 1941

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Meeting of the Executive Committee of the Association
December 1, 2, 3

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Meeting of the Commissions
December 1, 2, 3

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Meeting of the Association
December 4, 5

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OFFICERS OF THE ASSOCIATION
1941

President

President S. H. Whitley
East Texas State Teachers College

Vice Presidents

President B. L. Parkinson
Mississippi State College for Women
Mr. J. L. B. Buck
Virginia State Department of Education

Secretary-Treasurer

President Shelton Phelps
Winthrop College

Executive Committee

Professor M. R. Hinson
Florida State College for Women
Assistant Superintendent T. Q. Srygley
Port Arthur, Texas
Professor M. E. Ligon
University of Kentucky
Vice Chancellor Alexander Guerry
University of the South
Dean W. H. Washington
Clemson College
Superintendent H. B. Heidelberg
Clarksdale, Mississippi
Professor W. R. Smithey
University of Virginia
President and Secretary, *Ex-Officio*

* * * * *

Commission on Institutions of Higher Education

President Rufus C. Harris, *Chairman*
Tulane University
Vice President Goodrich C. White, *Secretary*
Emory University
M. C. Huntley, *Executive Secretary*
1307 Citizens and Southern Bank Building, Atlanta, Georgia

* * * * *

Commission on Secondary Schools

State High School Supervisor E. R. Jobe, *Chairman*
Jackson, Mississippi
Professor Gladstone H. Yeuell, *Vice Chairman*
University of Alabama
Director Frank C. Jenkins, *Secretary*
The Southern Association Study in Colleges and
Secondary Schools
Nashville, Tennessee

* * * * *

Commission on Curricular Problems and Research

Professor Edgar W. Knight, *Chairman*
University of North Carolina
Assistant Superintendent Lawrence G. Derthick, *Secretary*
Nashville, Tennessee

LOCAL COMMITTEE ON RECEPTION AND ENTERTAINMENT

President Raymond A. Kent
University of Louisville
Superintendent Zenos Scott
Louisville Public Schools
Assistant Superintendent J. K Long
Louisville Public Schools
Miss Helen Boswell
Supervisor of Music, Louisville Public Schools

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Louisville, Kentucky

Program of the Annual Meeting

All meetings will be held in the
Brown Hotel

Saturday, November 29, 1941

9:00 A.M. Meeting of Central Reviewing Committee for Public Schools of the Commission on Secondary Schools

Monday, December 1, 1941

9:00 A.M. Meeting of Central Reviewing Committees of the Commission on Secondary Schools (See Commission's Program)

Tuesday, December 2, 1941

9:00 A.M. Meeting of Commission on Institutions of Higher Education. Open Session (See Commission's Program)

9:30 A.M. Meeting of Commission on Secondary Schools. Open Session (See Commission's Program)

Meeting of Commission on Curricular Problems and Research. Open Session (See Commission's Program)

2:00 P.M. Meeting of Commission on Secondary Schools. Open Session (See Commission's Program)

Meeting of Commission on Curricular Problems and Research. Open Session (See Commission's Program)

Wednesday, December 3, 1941

9:00 A.M. Meeting of Commission on Institutions of Higher Education. Open Session (See Commission's Program)

9:30 A.M. Meeting of Commission on Secondary Schools. Open Session.

Meeting of Commission on Curricular Problems and Research, with Commission on Secondary Schools. (See Commissions' Programs)

2:00 P.M. Joint meeting of Commission on Institutions of Higher Education and Commission on Curricular Problems and Research. Open Session (See Commissions' Programs)

Meeting of Commission on Secondary Schools. Open Session (See Commission's Program)

Thursday, December 4, 1941

MEETING OF THE ASSOCIATION

Crystal Ballroom, Brown Hotel

9:00 A.M.

1. Music.—Theodore Ahrens Trade High School, Frances Allen, Director
2. Invocation.—Very Reverend Elwood L. Haines, Dean Christ Church Cathedral, Louisville
3. Address: "The Interpretation of the Spirit of Democracy—By the Family."—Headmaster S. J. McCallie, The McCallie School, Chattanooga, Tennessee
4. Announcements and Committee Appointments
5. Report on 1941 Work Conference on Higher Education of the Southern Association held at Sewanee.—Chancellor O. C. Carmichael, Vanderbilt University, Nashville, Tennessee, and Professor Philip Davidson, Jr., Agnes Scott College, Decatur, Georgia
6. Address: "The Interpretation of the Spirit of Democracy—By Religion."—President Umphrey Lee, Southern Methodist University, Dallas, Texas

2:00 P.M.

1. Music.—Combined Chorus, duPont Manual Training High School and Louisville Male High School: "Ballad for Americans," Latouche-Robinson; Clarence Smith, Soloist; J. Bertram Harmon, Director
2. Invocation.—Dr. Charles W. Welch, Pastor, Fourth Avenue Presbyterian Church, Louisville
3. Address: "The Interpretation of the Spirit of Democracy—By Industry."—Mark Etheridge, Vice-President and General Manager, *Courier Journal and Louisville Times*
4. Report of the Southern Association's Fraternal Delegate to the North Central Association of Colleges and Secondary Schools.—Professor M. R. Hinson, Florida State College for Women
5. Report of the Southern Association's Fraternal Delegate to the Middle States Association of Colleges and Secondary Schools.—President C. C. Sherrod, State Teachers College, Johnson City, Tennessee
6. Announcements
7. Election of Officers
8. Address: "The Interpretation of the Spirit of Democracy—By Politics, or the Public Generally."—Senator Alben W. Barkley, Paducah, Kentucky
9. Report of Commission on Institutions of Higher Education.—President Rufus Harris, Tulane University, New Orleans, Louisiana, Chairman

6:00 P.M.

ANNUAL BANQUET

Crystal Ballroom, Brown Hotel

Toastmaster: President B. L. Parkinson, Mississippi State College for Women, Vice-President, Southern Association of Colleges and Secondary Schools.

1. Invocation.—Professor Kyle M. Yates, Southern Baptist Theological Seminary, Louisville
2. Music.—Orchestra, Shawnee High School, Albert M. Sego, Director; Deep River Echoes Chorus, R. Lillian Carpenter, Director
3. President's Address
4. Address: "The Interpretation of the Spirit of Democracy—By the Schools."—President Charles E. Friley, Iowa State College, Ames, Iowa

Friday, December 5, 1941

Crystal Ballroom, Brown Hotel

9:00 A.M.

1. Music.—Chorus, J. M. Atherton High School for Girls, Irma Huckreide, Director
2. Invocation.—Rabbi Joseph Rauch, Adath Israel Temple, Louisville
3. Announcements
4. Fraternal Delegate from the Middle States Association of Colleges and Secondary Schools, Dr. Roderick D. Matthews, University of Pennsylvania; Executive Secretary of Commission on Secondary Schools
5. Fraternal Delegate from the North Central Association of Colleges and Secondary Schools, President A. H. Upham, Miami University, Oxford, Ohio; Vice-Chairman, Commission on Institutions of Higher Education
6. Address: "The Importance of Teacher Education in the present National Crisis."—President George A. Selke, State Teachers College, St. Cloud, Minnesota
7. Report of Joint Committees on Uniformity and Reciprocity in Teacher Training and Requirements of The Southern Association of Colleges and Secondary Schools and The Southern University Conference.—Dr. W. R. Smithey, University of Virginia; and Dr. R. E. Jaggers, Director of Study and Director of Secondary Education, Frankfort, Kentucky
8. Report of Commission on Secondary Schools.—Mr. E. R. Jobe, State High School Supervisor, Jackson, Mississippi, Chairman

9. Report of Commission on Curricular Problems and Research.—Professor Edgar W. Knight, University of North Carolina, Chapel Hill, Chairman
10. Report of Secretary-Treasurer.—President Shelton Phelps, Winthrop College, Rock Hill, South Carolina
11. Business Session:
    a. Report of Committees
    b. Unfinished Business
    c. New Business
    d. Resolutions
12. Adjournment

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PROGRAM OF COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Tuesday, December 2, 1941

South Room, Brown Hotel
9:00 A.M.

Meeting of the Commission
Organization of Committees

Wednesday, December 3, 1941

South Room, Brown Hotel
9:00 A.M.

Meeting of the Commission
Report of the Council

2:00 P.M.

Joint Meeting with Commission on Curricular Problems and Research
Discussion of Work Conference on Higher Education

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PROGRAM OF COMMISSION ON SECONDARY SCHOOLS

Saturday, November 29, 1941

9:00 A.M.

Meeting of Central Reviewing Committee for Public Schools

Monday, December 1, 1941

9:00 A.M.

Meeting of Central Reviewing Committee for Public Schools
Meeting of Central Reviewing Committee for Private Schools

Tuesday, December 2, 1941

Ballroom, Brown Hotel
9:30 A.M.

1. Music.—Girls High School Glee Club
2. Devotional.—President Frank Caldwell, Louisville Presbyterian Seminary
3. Addresses: "Implications of Student Work Programs for Secondary Education":
   a. "What the Schools May Learn from Work Camps."—Morris R. Mitchell, State Teachers College, Florence, Alabama
   b. "What the Schools May Do to Provide Work Experience."—G. D. Humphrey, President, Mississippi State College, State College, Mississippi

   Discussion led by J. McTyeire Daniel, University of South Carolina, Columbia
4. Appointment of Committees

2:00 P.M.

1. Report of Central Reviewing Committee.—R. R. Vance, State High School Supervisor, State Department of Education, Nashville, Tennessee
2. Report of Committee on Standards.—J. G. Stipe, Registrar, Emory University, Atlanta, Georgia
3. Nominations to Fill Vacancies on State Committees
4. Report of Committee on Use of the Evaluative Criteria.—J. G. Umstattd, Professor of Secondary Education, University of Texas, Austin
5. Report on the Coöperative Study of Secondary School Standards.—Joseph Roemer, Peabody College, Nashville, Tennessee

Wednesday, December 3, 1941

Ballroom, Brown Hotel
9:30 A.M.

Cooperation of Secondary Schools and Colleges in the Improvement of Education in the South

Members of the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research are invited to attend this meeting.

1. Summary of Work of the Southern Association Study and Plans for the Future.—Frank C. Jenkins and Members of the Staff of the Southern Association Study
2. The Evaluation of the Work of the Graduates of the Secondary Schools Participating in the Southern Study.—Goodrich White, Emory University, Atlanta, Georgia

3. The Work Conference on Higher Education.—Gladstone H. Yeuell, University of Alabama, Tuscaloosa, and Roscoe E. Parker, University of Tennessee, Knoxville

   Discussion led by Frazer Banks, Assistant Superintendent of Schools, Birmingham, Alabama

2:00 P.M.

1. Report on SOUTHERN ASSOCIATION QUARTERLY.—Holland Holton, Professor of Education, Duke University, Editor
2. Report of Committee on College Freshman Achievement.—R. F. Thomason, Registrar, University of Tennessee, Knoxville
3. Report of Committee to Study High School and College Guidance and Personnel Relations.—J. M. Smyth, Canton High School, Canton, Mississippi
4. Introduction of Fraternal Delegates
5. Report of Library Committee.—J. Henry Highsmith, State Department of Public Instruction, Raleigh, North Carolina
6. Report of Routine Committees:
   - Appeals
   - Audit
   - Budget
   - Resolutions
   - Nominations
7. Adjournment

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PROGRAM OF COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

General Theme: The Southern Association Study and the Work Conferences on Higher Education

NOTE: The program of the Commission is arranged for the purpose of further acquainting the members of the Commission and other interested persons with the progress of the work with the thirty-three coöperating secondary schools and also with the Work Conference on Higher Education held at the University of the South in July, 1941, and plans for a similar conference in 1942. Members of the staff of the Southern Association Study and participants in the Work Conference on Higher Education will be present and take part in the discussions

Tuesday, December 2, 1941

Roof Garden, Brown Hotel

9:30 A.M.

1. Meeting of the Commission and Appointment of Committees
2. The Southern Association Study: Progress and Present Status of the Work; Coöperating Conferences in Higher Educational Institutions in

1941; the Conference at Milledgeville; Monographs of the Commission and Plans for the Future

2:00 P.M.

1. The Work Conference on Higher Education: Value of the Conference on Higher Education:
   a. For Secondary Schools
   b. For Higher Educational Institutions
   c. For the Education of Teachers, Especially on the Graduate Level
2. Business Session, Budgets, etc.

Wednesday, December 3, 1941

9:30 A.M.
Ballroom, Brown Hotel
Meeting with the Commission on Secondary Schools

(For program of this meeting see the program of the Commission on Secondary Schools.)

2:00 P.M.
South Room, Brown Hotel

Joint meeting with Commission on Institutions of Higher Education. Discussion of Work Conferences on Higher Education.

HOTEL INFORMATION

Brown Hotel
(Headquarters)
Henry Clay Hotel
Hotel Henry Watterson
The Kentucky Hotel
Hotel Seelbach

Single rooms.....$3.00 Double rooms.....$5.00

In addition, Hotel Seelbach has double rooms at $6.00 and rooms for four or more at $1.75 per person.

Meetings Held in Connection With the Southern Association

For a number of years certain groups of persons associated with member schools have found it convenient to meet in the same city and at approximately the same time as the Southern Association. These groups, although a majority of their delegates are also delegates to the Southern Association, are not in any technical sense affiliated with the Association. On account of their contribution to Southern education, however, and for the convenient reference of Southern Association delegates interested in their meetings, the QUARTERLY upon request of their officials is glad to publish their programs or such announcements of their meetings as their officials may supply

The oldest of these organizations is the Southern Association of Colleges for Women, which is holding its twentieth annual meeting December 3 at Louisville. The Conference of Academic Deans of the Southern States is holding its twelfth annual meeting the same day. The Annual Conference of Summer School Directors of Southern States will meet for the ninth time Wednesday evening, December 3, at a dinner meeting, place to be announced on the bulletin board of the Brown Hotel.

PROGRAM OF TWENTIETH ANNUAL MEETING SOUTHERN ASSOCIATION OF COLLEGES FOR WOMEN

Wednesday, December 3, 1941

Louis XVI Room, Brown Hotel

Morning Session

9:30 Roll Call
Appointment of Committees

10:00 Address: "The Opportunity and Obligations of Women's Colleges for the Development of a Sense of Civic Responsibility in a Time of National and International Crisis."—President Frank Reade, Georgia State Womans College

10:30 Panel Discussion: "Immediate Problems Facing the Woman's College"

12:00 Meeting of the Executive Committee

Afternoon Session

2:00 Business Session. Reports of Committees and Administrative Officers

3:00 Discussion of Proposed Booklet on the Functions of the Woman's College to be published by the Association. (This discussion will

be based on a report to be given by the Committee on History and Publicity, Dr. B. L. Parkinson, Mississippi State College for Women, Chairman)

4:00 Report of Nominating Committee
Election of Officers

Evening Session

Banquet

7:00 Address.—Dean Leon P. Smith, University of Chicago

PROGRAM OF THE TWELFTH ANNUAL CONFERENCE OF ACADEMIC DEANS OF THE SOUTHERN STATES

Kentucky Hotel
Louisville, Kentucky

Wednesday, December 3, 1941

Morning Session

9:00

Registration

9:30

"Democracy versus National Socialism: A Conflict in Education."—Dean Marten ten Hoor, Tulane University, Louisiana

Discussion led by Dean Oscar A. Ullrich, Southwestern University, Texas

"A Definite College Program for Training for Character."—Dean Mary Ely Lyman, Sweet Briar College, Virginia

Discussion led by Dean Herbert Drennon, Mississippi State College

"The Role of the College Dean in Improving Instruction."—Dean R. L. Eyman, Florida State College for Women

Discussion led by Dean Wyatt W. Hale, Birmingham Southern College, Alabama

Afternoon Session

2:30

Question Box: Conducted by Dean Maxwell A. Smith, University of Chattanooga, Tennessee

"Student Guidance and Adjustment."—A Panel Discussion under chairmanship of Dean Fred C. Smith, University of Tennessee

Dean J. J. Oppenheimer, University of Louisville
Dean Allan Wilson Hobbs, University of North Carolina
Dean Fred C. Frey, Louisiana State University

Miss Sally Sandige and Mr. Hayes Holmes, Students from University of Louisville

Election of Officers

Officers, 1941

Dean Andrew C. Smith, S.J., Spring Hill College, Alabama, Chairman
Dean John A. Hardin, Centenary College, Louisiana, Vice Chairman
Dean C. Clement French, Randolph-Macon Woman's College, Virginia, Secretary-Treasurer

NINTH ANNUAL CONFERENCE OF SUMMER SCHOOL DIRECTORS OF THE SOUTHERN STATES

Wednesday, December 3, 1941

Brown Hotel
6:15 P.M.

Dinner
Forum Discussion

CONFERENCE OF STATE INSTITUTIONS OF HIGHER EDUCATION

Tuesday, December 2, 1941

South Room, Brown Hotel
10:00 A.M.

Editorial Notes

"Interpreting the Spirit of Democracy"

There is concluded in this issue of the QUARTERLY a forum discussion by interested members of the theme suggested by President Sam H. Whitley for the December meeting of the Southern Association, "Interpreting the Spirit of Democracy." President Whitley in his original suggestion subdivided his theme to include interpretations by the family, by labor, by industry, by the press, by the schools, by religion, and by politics. We shall not attempt here to summarize the discussions as included in the last two issues of the QUARTERLY. The discussion has served admirably to prepare for the program announced by Secretary Shelton Phelps and the secretaries of the Commissions on pages 511-520 of this number. Since, however, the membership of the Southern Association is made up of persons whose institutions are directly engaged in the business of guiding high school and college students to be citizens in a democracy, the editor will take this occasion to point out a place of frequent failure in this problem of teaching democracy to our young citizens. This failure occurs in regard to what so many schools and colleges consider as an extracurricular activity in the first place, and in the second place merely something to be watched to see that "too violent radicals" do not get control—student politics. In other words, many of our faculty members in both school and college smile at sharp practices in student politics, or merely state that "boys will be boys"; and some school and college administrations deliberately intervene to help some docile chap obtain an honor for fear that his opponent may prove to be a "Bolshevist" if he attains the presidency of the student body. Students in campus politics, it seems, may indulge in practices on a par with theft and lying and actually win the admiration of their fellow students and even some of their teachers. Now and then a few bright lads, stimulated by the desire to obtain honors for their fraternity, may bring to the campus all the tricks of Tammany Hall or all the devices that have been used to disfranchise ignorant and careless voters since Reconstruction in the South, and not only win success for their candidates, but win huge bonuses of admiration from faculty and students alike.

The bitterness of interfraternity and of fraternity-non-fraternity campaigns may effectively obscure the merits of candidates without drawing a word of protest from president, dean, or faculty. In fact, if dean or president were to comment before a student election as to the desirability of considering the duties of an office and the personal merits of a candidate as the primary criteria in choosing student officials, he would in many schools and colleges be accused of favoring some particular candidate whom the students

themselves feel to be the best fitted for the position he seeks but not having "the right backing." As a result of these conditions, student officials are frankly recognized as not being representative of the student body, and a substantial student opinion ignores their leadership.

This situation is the worst possible training for democracy on the part of all students concerned. It is bad for the student politician, whose normal wholesome interest in affairs has led him to sharp practices, and is preparing him to be the worst type of machine politician when he enters local, state, or national politics. It is bad for the members of groups whose votes are traded like the ignorant votes of partially naturalized immigrants. (Not so long ago in one reputable college of this Association fraternities in organizing "combines" for the election of candidates for their group were supposed to post bonds of twenty-five to one hundred dollars to be forfeited if any member of the fraternity failed to support the slate that might finally be agreed upon.) The system is bad for student government in that leaders cynically picked by minorities fail to command respect for their offices. It is bad for the average student who so early in his career is made to feel that real participation in democratic government is not only not required of him but really is not expected. He becomes easily convinced that politics is too "rotten" for a respectable citizen to participate.

In other words, we are training our youth in high schools and in colleges to be responsible for the same failure of democracy that we deplore in local, state, and national politics. By our faculty indifference we are helping to make good the totalitarian taunt as to the decadence of democracy.

The situation as to unguided student elections, modeled so aptly on machine politics with which the students are familiar, has led some conscientious school administrators and other conscientious advisers of high school and college youth to help devise plans that will avoid the evils of democracy as exemplified in student politics by giving a "safe" group control of student organizations. For example, some of the most efficient college "Y's" have a very effective cabinet organization with sympathetic faculty advisers that present nominees for next year's leadership, with short ballot, and then turn the running of the organization for a full year over to these few elective officers who, through appointment of committee chairmen and other outstanding officials, very effectively dominate the nominations for the second year. In such institutions the "Y" achieves all the efficiency not shown by the machine-dominated student government. It has the support of the faculty and of the more serious-minded students because it maintains an able leadership and "gets things done."

Is there no alternative to the machine politics so clearly dominant in most student elections except the efficient suppression of opposition demonstrated by "cabinet-faculty" control of some of the "Y" organizations? If there is no other alternative, then we who deal with the chosen youth in school and

college have gone far toward admitting that democracy is doomed to failure. Personally, the editor believes that there is an alternative between "rotten" democracy and "efficient" oligarchy. He believes furthermore that one of the most important things school and college faculties can do is to assist actively in trying to train their students to conscientious respect for real democracy.

There is one college, for instance, that permits any student on the nomination of ten supporters to announce for any office in the student government and obtain place on the official roster of candidates. This official roster is then submitted to the dean's office to eliminate students who do not have at least the "C" average required for graduation from college. (Sentiment among the students has been brought to the point that they do not care to impose governmental duties on students who are having a hard time to maintain their standing.) The official roster of candidates then goes before a "civil service commission" for examination as to certain matters set forth in the constitution of the student association, including a rigorous test in parliamentary procedure and simple expression of ideas. This commission eliminates all but three candidates for each office. The candidates chosen remain secret until a mass meeting of the student body one or two days later. At the mass meeting the students vote preferentially for the candidates after each has been introduced to his fellow students, with brief remarks on the part of the major candidates. The whole emphasis on the part of the college administration and of the student government is to vote for the candidate best suited to fill the office. This plan works to prevent bitter personal canvassing for two, three, or four weeks before the election. It gives every student a vote without requiring elaborate registration and keeping of poll books—devices frequently employed to disfranchise the students not belonging to organized groups. It made possible one year the election of a vigorous "rebel" non-fraternity student whose administration was a pleasant surprise to faculty and student leaders alike. It made it possible two years in succession—when the same fraternity happened to have the outstanding student leader—for the leader in each year to obtain the presidency, whereas before the plan was adopted there had been a general understanding that no one group could expect the presidency more than once in four or five years, no matter what the wishes of the student body nor what the ability of the candidate.

This particular plan is of course subject to criticism. The easiest criticism perhaps is that it overemphasizes the desirability of having able officers and eliminates the inferior students. But it is a step in the right direction when it throws the college administration definitely behind the idea that students should vote conscientiously for persons they regard as best fitted for specific offices. It is also a step in the right direction in that it emphasizes the duty

of every student to vote instead of encouraging sharp practices to keep as many as possible of your opponents from the polls.

Whatever the solution, if schools and colleges take seriously the matter of interpreting the spirit of democracy, they have a definite responsibility—not of choosing student officials for the students, but of guiding them to standards in choosing and of helping every student to exercise his suffrage. It is a most peculiar fact that school men will deplore the excesses, real and imaginary, of intercollegiate athletics and ignore absolutely the excesses of student politics which touch the very heart of training for democracy. It is even more inconsistent for us to deplore machine politics in city, state, and nation and at the same time passively, and even actively, encourage it on our own campuses.

Proposed New Standards

1. *The Library Standard*

The proposal to raise the library space per student [Article X, Section 6 (2), Standards for Secondary Schools] from sufficient "to accommodate one-tenth of the enrollment, allowing twenty-five square feet per person" to the accommodation of "not less than fifteen to twenty-five per cent of the enrollment," as discussed by interested persons in the August and November issues of the QUARTERLY, seems to leave one practical question for the Secondary Commission and the Association to decide: With the international situation and the enforcement of priorities, will there be any large number of schools unable to meet the new standard? The lack of interest in the discussion, as shown by the small number of replies received—in spite of the fact that every member institution of the Association was invited to discuss—might mean that practically all member schools already meet the standard or are convinced that they can meet it. If on the other hand they have let the matter go by default, the annual meeting is their last chance to be heard.

2. *The Standard on Summer Schools*

The standard proposed by the Committee on Standards of the Commission on Institutions of Higher Education, it will be recalled, reads as follows:

> "*Proposed Standard Twenty-One—Summer Schools.* Member institutions shall observe in their respective summer schools, which they may conduct, the same standards as they are required to observe in the regular session with respect to such matters as qualification of teachers; admission of students as candidates for degrees; character of educational offerings; content, length, and quality of courses; class size; faculty teaching load; limitations of student hours; library facilities; proportionate per capita expenditures for instructional purposes; and other matters affecting the quality of academic work.

"Expenditures made for the support of any educational function of the summer school shall not be considered in determining the amount of financial support given to the educational program of the regular nine-months session."

There seems to be pretty nearly unanimous sentiment as to the theoretical desirability of adopting such a standard. There are, however, certain practical objections that can be ironed out by interpretation, and probably interpretation should be made before rather than after the adoption of the standard. For example, minimum salaries set forth in Standard Six, "Remuneration and Tenure of the Faculty," are required as follows: "Full professors should receive a minimum salary for nine months of work of not less than $3,000, while the minimum for other ranks should not be less than the following: associate professors, $2,400; assistant professors, $1,800; and instructors, $1,200. The faculty remuneration should not include housing or living arrangements unless on an optional basis." The literal application of this standard under proposed Standard Twenty-One would mean that a professor teaching in summer school would have to receive $1,000 for a summer quarter, or $500 for a six weeks term. An associate professor would have to receive $800 for the quarter, or $400 for the six weeks term, and so on down the line. As a matter of fact, it is doubtful if this rate of payment was desired by the framers of the proposed standard. In the first place, the original employment for the nine months term had to consider the fact that the professor and other instructors could not easily obtain summer work, and their annual salary therefore had to take into consideration their living expenses for the twelve months; some evidence of this fact is that many of the institutions pay the salary for the nine months in twelve installments. It would probably be fairer, since the summer salary is a supplement, to consider one-twelfth rather than one-ninth of the $3,000 as the monthly additional summer school salary. That is, for a summer quarter the *minimum* salary for a professor would be $750, for an associate professor $600, etc. Another consideration is the fact that no institution really desires to overstimulate its faculty to work twelve months in the year, year in and year out, or to arouse too much emulation in desiring summer appointments from those members of the staff for whose work there is no summer demand. To give one professor whose living expenses have already been considered in his annual contract a clean bonus of thirty-three and one-third per cent as compared with his colleague of same rank for whose services there is no demand would create an undesirable situation both from the standpoint of the professor employed and the one unemployed.

Another point that should be clarified before adopting the proposed standard is the phrase "proportionate per capita expenditures for instructional purposes." This apparently intended to avoid compelling the colleges to

rework their expenditures for maintenance and overhead, but to take care of instructors' salaries and the overcrowding of classes. Since however, as we have suggested, salaries should probably be on the twelve months rather than the nine months equivalent, and since furthermore the policy of practically all our institutions is to offer in the summer only those courses for which there is reasonable demand, "the proportionate per capita expenditures for instructional purposes" will be lower in the summer than in the winter both because of (1) an apparently lower salary and (2) a greater average enrollment: in other words, there would be apparent a reduction of the numerator and an actual increase in the denominator. It would seem better, instead of the phrase quoted, to indicate an expenditure of $30 per student for each six weeks of summer school (since Standard Eight sets the minimum of $150 per student annually, and the normal summer school is one-fifth of a year's work) and to safeguard the teaching load (already safeguarded by the phrase "the same standards they are required to observe in the regular session, etc.") by prohibiting more than thirty-five (?) students, or whatever number may be fixed, in any class.

Finally, by way of emphasis, it might be well for the proposed standard, even though it by reasonable interpretation already covers these matters, to state emphatically that no degree candidate shall receive credit toward a degree for more than six semester hours in the one term of six weeks or more than one semester hour per week, whatever the length of the summer term, and that meeting classes more than sixteen hours per week would not result in any additional credit. If it is deemed desirable, and we incline toward the view that it is desirable, there might be a further statement that a total of thirty-three weeks, or the equivalent of three full summer quarters, should be required for a year's residence in the case of students desiring to complete a year of residence for the Master's or Bachelor's degree in a series of summer schools.

The Wallace University School Completes Its Course

From Nashville, Tennessee, in midsummer came the news that Dr. Clarence Blaine Wallace had announced his retirement and the closing of Wallace University School, which he opened in 1886. Since 1897, Wallace University School has been a member of the Southern Association in good standing. C. B. Wallace served for years on the Commission on Institutions of Higher Education, was Vice President of the Association in 1903, presided over the Birmingham meeting as President in 1907, and was a member of the Executive Committee from 1907 to 1912.

He retires at the age of eighty-two after an uninterrupted teaching career of fifty-seven years. *The Nashville Tennessean* of July 10 quoted him as saying: "I want to retire while I can still do my job competently and while the school is going strong." This attitude is characteristic of the man. He has been wise enough to permit his former students and his colleagues in

the Southern Association to remember his work in its vigor and not watch it slowly die.

The Wallace School has a long list of distinguished alumni. Dr. Wallace is quoted by the *Tennessean* as having educational aims "often expressed in order: first, to make men of integrity, honest men; second, to make men of refinement and culture, gentlemen; third, to make men of sound learning, scholars." He believed in exercising firm discipline. He gave lavishly of his vigorous strength and personality to inspire and help his boys; but he saw no conflict between sympathetic understanding and stern holding to account; and he insisted that the boys contribute their utmost also. Both he and his school are worthy of St. Paul's summary of his own life: "I have fought a good fight; I have finished my course; I have kept the faith."

The old Constitution of the Southern Association carried a provision for individual membership in the Association, which the new Constitution omitted as probably not necessary. We hope, however, that C. B. Wallace will consider himself a life-member with full privilege to attend such meetings of the Association as he chooses to attend.

"The Southern Association Study: A Report of the Work with the Thirty-three Cooperating Secondary Schools, 1938-41."

Professor Edgar W. Knight, Chairman of the Commission on Curricular Problems and Research, calls attention to the publication by that Commission of a monograph entitled "The Southern Association Study: A Report of the Work with the Thirty-three Coöperating Secondary Schools, 1938-41," obtainable from Dr. Frank C. Jenkins, Director of the Study, for fifty cents per copy. Dr. Knight comments as follows:

> This is a significant report describing the beginnings and the development of a coöperative educational endeavor, regional in its scope, which is sponsored by the Southern Association of Colleges and Secondary Schools. This monograph describes the work of the Southern Association Study in the thirty-three participating schools. The purpose of the Study is to improve education in the South.
>
> The work has been carried forward by the Commission on Curricular Problems and Research, which was created by the Southern Association in December, 1935. This report, which relates the work of the Study from its beginning to the present time (1941), describes the organization of the Study, tells how the participating schools were selected, gives the name and the location of each school, describes the work during the three school years, and describes three summer conferences which have been conducted for the teachers of the participating schools: at Vanderbilt University in 1938, at the University of North Carolina

in 1939, and at Richmond, Kentucky in 1940. In describing the present status of the Study, the monograph presents a point of view of evaluation which is unique, interesting, and forward looking. It also indicates the direction in which continuation and expansion may take place. The bibliography contains numerous items concerning the Study and the work in the participating schools. Future publications by the Commission on Curricular Problems and Research will describe other activities in which the Study has been engaged, and especially its cooperation with a number of teacher-education institutions in the Southern States.

This monograph is unique in the history of education in the South and should be studied by teachers in high schools and colleges and especially by people engaged in the education of teachers.

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Professor W. R. Smithey, University of Virginia (1943)

Professor M. R. Hinson, Florida State College for Women (Immediate Past President)

President and Secretary, *ex officio*

Date indicates expiration of term of office.

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Organized in April, 1912

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Executive Secretary: Frank C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Wesley Hall, Vanderbilt University, Nashville, Tennessee

OFFICERS OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Authorized by the Association in December, 1935

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